



Alabama Commission on Higher Education

Boards of Trustees Report

Volume Three

Progress Toward Statewide
Goals for Alabama Higher Education

Complied for dissemination to the Governor and Legislature

Alabama Commission on Higher Education

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**ALABAMA COMMISSION ON HIGHER
EDUCATION**

**BOARDS OF TRUSTEES
REPORT**

VOLUME THREE

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Boards of Trustees Report: *Progress Toward Statewide*

Goals for Alabama Higher Education, Volume Three is the third in a series of performance reports by the eleven (11) autonomous boards of trustees that govern Alabama's public institutions. These reports measure the degree to which progress has been made toward five (5) long-range, statewide goals for Alabama higher education within the context of institutional missions and available financial resources. These goals include: *Access, Cooperation, Quality, Resources, and Workforce Development*. Full descriptions and details for each of these goals are outlined in the *State Plan for Alabama Higher Education 2003-04 to 2008-09* available on the Commission's website at www.ache.state.al.us.

While it is accepted widely that Alabama's institutions offer a broad range of postsecondary education choices to our citizens, the collective reports make it clear that Alabama's institutions of higher education are a public trust. These highly diverse entities evidence a commitment to public service within the geographic areas they serve; they seed, nurture, and sustain economic growth within the state; and they leverage wisely a substantial return on investment of the public funds entrusted to them.

Alabama Council of College and University Presidents

**Boards of Trustees Reports
Progress Toward Statewide Goals for Higher Education
Volume Three**

December 8, 2006

I am pleased to submit the enclosed annual reports of the 11 Boards of Trustees that govern the public institutions of higher education in Alabama. These reports are in partial fulfillment of the Alabama Commission on Higher Education's Accountability Agenda for implementation of the *State Plan for Alabama Higher Education 2003-04 to 2008-09*.

The higher education offered by these public institutions of Alabama affects both the lives of students and the economic and social development of our state. Students are helped to achieve more productive and responsible lives. The state benefits from the addition of skilled professionals to its workforce and the infusion of research that benefits all citizens.

The enclosed reports are the third in a series of annual reports that document the specific ways in which the public institutions of higher education in Alabama support the *State Plan for Alabama Higher Education 2003-04 to 2008-09*. These latest reports identify progress in academic year 2005-06 and review the accomplishments of the past three years.

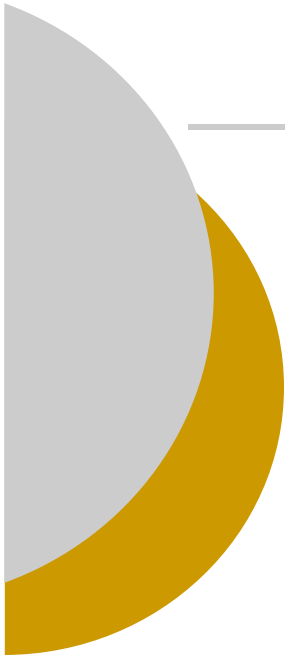
The state plan for higher education established goals in five key areas: Access, Cooperation, Quality, Resources, and Workforce Development. The enclosed reports identify the innovative and productive ways in which the institutions of higher education in Alabama are helping the state realize those specific goals.

The Council of Presidents recommends that the information contained in these reports be provided to the Governor, the Alabama Legislature, and the citizens of the state. There is much to be proud of in the accomplishments revealed in these reports.



V. Gordon Moulton
Chair

Enclosures



Alabama A&M University



Alabama A&M University

Board of Trustees



**Report
to**

The Alabama Commission on Higher Education

November 1, 2006

**ALABAMA A&M UNIVERSITY BOARD OF TRUSTEES REPORT
TO THE ALABAMA COMMISSION ON HIGHER EDUCATION
(STATE PLAN FOR ALABAMA HIGHER EDUCATION 2003-4 TO 2008-9)**

Goal 1 – Access: Elevate the educational attainment of all citizens

With its mission of providing educational opportunity to capable students with emphasis on those who have experienced limited access to education, Alabama A&M University continues to focus on excellence in education. Our Fall 2005 enrollment consisted of 6,182 students, 88.5% of whom were African Americans, which indicates that Alabama A&M University provides a vital role in elevating the overall educational attainment of the citizens of Alabama with a particular impact on minority populations. In the 2004-5 academic year, Alabama A&M University awarded 932 degrees including 600 baccalaureate, 312 masters, 7 educational specialist, and 8 doctoral degrees. This constitutes an increase in every category over the degrees awarded for the 2003-4 academic year. The number of degrees awarded by Alabama A&M University in a period encompassing the last ten years has been 9,636. Each of these represents an individual but it is the combined impact on the population and economies of Alabama that is the most significant if the compounding effect in enhancing the economic and technological base of the state is considered. For example, Alabama A&M University's teacher education graduates are employed in urban and rural school systems throughout the State. In Madison County, the home of Alabama A&M University, nearly eighty percent of all teachers in the city and county school systems have received one or more degrees from Alabama A&M University. The quality of our program in teacher education is a testimony to the quality of the elementary and secondary programs in the city and county systems. The high rankings of the county and city school systems are a major factor in attracting business and industries to this area. A point of fact is that of the four finalists for the coveted Alabama Teacher of the year award of 2005, two received either the master's or baccalaureate degree from Alabama A&M University.

The enrollment of Alabama A&M University has grown over the last five years increasing 11.9% indicating that the value of its programs and educational offerings is recognized. This enrollment also represents a significant portion of the population underrepresented in higher education with the African American minority percentages in the last five years consistently ranging from 86% to 89%. Not only has the enrollment increased, but the academic qualifications of the incoming students has also been increasing with average comprehensive ACT scores of our incoming freshmen rising from 17.10 in Fall 1999 to 18.11 in Fall of 2005. The enrollment growth indicates the critical role that Alabama A&M University plays in providing a viable educational environment for minorities to achieve success and the increase in academic qualifications is a reflection of the growing reputation for quality programs and effective learning environment. Further, with the growing number of Hispanics in the North Alabama area, the University is moving ahead to implement programs and services to attract and meet the needs of this population.

While attending to meeting the needs of the more traditional student, Alabama A&M University is mindful of the growing population of nontraditional students. In order to meet the needs of

non-traditional and the changing needs of traditional students, Alabama A&M University uses a variety of flexible delivery systems and distance learning technology. Through the University's local TV Station Channel 78, students have access to general education courses in mathematics, English and reading. Distance learning classes are offered in agriculture, family and consumer sciences, biology, plant and soil science, and community planning at the graduate and undergraduate levels. Further, several degree programs may be completed using the evening and weekend programs; these include human development and all of the master's level education programs. All of the Technology Education programs at the master's level are offered online. Through the State Transfer and Articulation System (STARS), Alabama A&M University participates with the Junior College System to facilitate the ease of transfer and acceptance of courses for the completion of the four year degree. Additionally, articulation agreements exist with the University of Alabama in Huntsville for Biology, Art, and Engineering.

Northrop Grumman and TEC Masters (a local high tech company) along with Alabama A&M University and North Carolina A&T University have joined efforts to provide on-line tutorial assistant to freshmen engineering and technology majors at the schools. Freshmen are provided with assistance from a live professor over the web 12 noon until midnight Sunday through Thursday. When a student has a problem with a mathematics or engineering related problem, the web professor leads him/her through a discussion and the necessary mathematics such that they jointly arrive at a solution of the problem thus elevating access for critically needed science, mathematics, and engineering skills.

Through its program of research based non-formal education as implemented through the Alabama Cooperative Extension System, Alabama A&M University reaches thousands of Alabama citizens with programs designed to improve their quality of life. Many programs lead to various certifications or certificates of participation.

Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities

Alabama A&M University operates with a three-fold mission of teaching, research and service. The University provides leadership for the Urban and New Nontraditional Program of the Alabama Cooperative Extension System. Through programs of youth development, nutrition and nutrition education, financial management, horticulture, animal science, domestic violence, forestry, career development, and community economic development; more than 500,000 Alabamians participate in educational, social, cultural, and economic training activities. The programs are carried out through business, industry, education, social, civic, and government partnerships at the community, the local, regional, and state levels.

The research programs of Alabama A&M University are models of private sector, business, government and K-12 collaborations and partnerships. The Physics research programs are usually collaborative with the University of Alabama Huntsville and NASA. The collaborative working relationship created by the Agricultural Research Alliance between Alabama A&M, Auburn and Tuskegee universities has been highly productive in identifying and addressing research needs of the State in the agricultural sciences. Through such partnerships and many

others, the University attracts approximately thirty million dollars to the local economy and region. Equally important is the fact that the research addresses, in many instances, some of the most critical needs of the citizens of the State.

Alabama A&M University is also helping to alleviate a critical need not only in Alabama, but also nationwide producing trained minority professionals with advanced degrees in underrepresented disciplines such as Food Science and Technology (15 MS, 7 PhD); Plant and Soil Science (29 MS, 15 PhD); Computer Science (70 MS); Technology (31 MS); Biology (45 MS); and Physics (20 MS, 20 PhD) in just the last five years. In July of 2005, Alabama A&M University achieved accreditation for its Computer Science program from the Accreditation Board for Engineering and Technology (ABET), thus ensuring a continued resource for well-trained graduates for the technology sector in the region. North Alabama is a center for technology based industry and is being directly supported by the production of minority engineers with bachelor's degrees (6 in Civil Engineering, 24 in Electrical Engineering, and 16 in Mechanical Engineering in 2005). For the last five years, Alabama A&M University has awarded 25 civil engineering, 88 electrical engineering, and 39 mechanical engineering degrees to minority students. Equally important is the need to address under-representation in the natural sciences.

In addition to educating professionals in the scientific and technological areas where there is an under-representation of minority professionals, the University continues to be a major producer of social workers, accountants, psychologists, speech pathologists and teacher educators, to name a few. Through partnerships with organizations and groups such as the juvenile justice system, boys and girls club, senior centers, and faith-based organizations, the University is involved with programs such as the head-start certification training program, science in motion, upward bound and special service, career opportunities centers, 'legaleaze' for elderly citizens, and community technology building for rural areas.

Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Strong evidence of the commitment that Alabama A&M University has for ensuring quality under the state's mandate was provided in the outstanding achievement in December of 2004 of the University receiving reaffirmation of accreditation and full acceptance of its Quality Enhancement Plan (QEP) entitled, "Blueprints to Excellence: Enhancing Academic Support Services and the Campus Culture" with no recommendations by the Southern Association for Colleges and Schools (SACS). This unparalleled achievement was the culmination of three years of effort to assess and evaluate the effectiveness of the university's programs and services with a focus on the first two years. The end results were the articulation and formulation a vision for sustaining and enhancing quality learning for our students. (See Attachment A: Summary Goals of the QEP. Detailed document may be found at aamu.edu). Further external confirmation of the quality of the University's strategic effectiveness, and quality enhancement plans occurred with Alabama A&M University receiving the outstanding planning documents award from the Southern Association for Institutional Researchers in 2004.

The university engages in systematic review of its programs and assesses learning outcomes using a variety of approaches at all levels of the curriculum. Through a one and a half year assessment of the organization, administration, processes, procedures and program content of our freshman and sophomore general education program offerings and administration, the data revealed the need to reshape the programs. The goals and objectives of the QEP is a demonstration of the utilization of assessment results to improve program quality and student learning. The efficacy of the freshman core and the general education curriculum is assessed using the university “entry to exit” system. This incorporates extensive testing during JumpStart (The initial student transition from high school to college program.) to assure appropriate placement and establish benchmarks for academic comparison using COMPASS, which measures skills in reading, writing, and mathematics at the end of the freshman year. AAMU also administers CAAP, which evaluates and benchmarks reading, writing skills and essay, mathematics, sciences, and critical thinking at the end of the sophomore year.

Institutional planning also conducts research on aspects of university educational effectiveness through examination of the effects of classroom size, placement and follow-on course performance, and factors which impact retention.

Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

Alabama A&M University operates and serves, with a 2005-06 budget of \$112,561,842, 6,182 students and approximately 1000 employees. Only 33.2% of the budget for Alabama A&M University is received through state appropriation. Thus, for every dollar received from the state, the University generates five plus dollars. The economic impact to the local and regional economy is several hundreds of thousand of dollars.

Alabama A&M University insures that it is effectively using its financial resources to support the university’s mission and goals by continued use of its new planning and budgeting system adopted prior to the 2004-5 fiscal year and used for the third time this year. The system documents goals, assessment measures, and outcomes of every budgetary unit on campus and links those goals to the budgeting process to insure accountability. It also documents actual outcomes, how the assessment has been used to improve programs and services at the university, and resources needed. Budgetary information in this system includes not only the requested budget for each unit, but also annual projections for four years from that point to aid in future planning. The assessment and outcomes information is in turn used as the basis for future allocations and provides the foundation for reallocation decisions made by the Planning and Budgeting Council.

The faculty of Alabama A&M University also actively seek grant and contract support to augment its research activity in support of statewide goals. In total during 2004-5, \$28,121,859 was brought into Alabama A&M University through grants and contracts.

Of equal importance is the Alabama A&M University Agribition Center that hosts education and civic activities; the Alabama A&M University Research Institute providing research and

development activities for government and industry; the Technology Integration and Application Center designed for research and development in nanotechnology application; and the Alabama A&M University Research farm for the support of small agribusinesses and related industries.

The University has aggressively sought to acquire equal treatment in funding from the state that is comparable to other institutions. While there have been some gains, the institution will continue to raise awareness at the state level and to appropriate state agencies regarding funding inequities.

Goal 5 - Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

Through broader University engagement, specialized activities that address education, economic, social, business, and technology transfer areas are facilitated through but not limited to the following centers:

Alabama A&M University Research Institute- The mission of Alabama A&M University Research Institute (AAMURI) is to pursue, negotiate, and enter into contracts to promote and aid in the fulfillment of educational functions of Alabama A&M University by which publications, discoveries, and inventions for the advancement of science and education.

Center for Entrepreneurial and Economic Development- Starting Businesses, Obtaining Funds to Start Micro-Businesses, Preparing Business Plans, Developing Loan Applications, Electronic Data Interchange (EDI), Business the Paperless Way, Bookkeeping and Record Keeping Procedures, Identifying Customers, Resources and Support for Small Businesses

Center for Hydrology, Soil Climatology, and Remote Sensing- In collaboration with NASA, this Center conducts research on measurement/modeling strategies using low resolution satellite microwave data to derive soil moisture data and techniques for measuring soil moisture to facilitate ground truth and model validation. The Center also deals with utilization of air-borne data in land use classification, geographic information system (GIS), aerial photo interpretation and mapping of natural resource management applications, vegetation mapping, soil classification/management, watershed management and remote sensing.

Center for Environmental Research and Training- This center houses the water quality program with its network of weather/soil moisture real time monitoring stations (the ALMNET) distributed throughout north Alabama and southern Tennessee extending to central and south Alabama. Scientists in this center employ cutting edge technology such as Synchrotron based X-ray spectroscopy (FT-IR) and P-31 nuclear magnetic resonance (NMR) spectroscopy to study environmental phenomena occurring at the atomic and molecular levels to study agroecosystem problems.

NSF Center of Research Excellence in Science and Technology (CREST)- Entitled 'Forest Ecosystem Assessment', this center studies the effect of fire and thinning on the forest ecosystem (Bankhead Forest in North Alabama) which spans from the molecular level using cutting edge

technology and the ecosystem reflecting wildlife to social science focusing on the human dimensions relative to the problem.

Executive Development Program- Integrated Series of Management Development Modules Tailored to Local Area Government, Business, and Industry Managers.

Reading Literacy Center- To train reading/literacy professionals to be leaders in the field. These educators will serve to improve reading and literacy for individuals of varying reading abilities and achievement levels at the P-12 and adult levels by teaching, conducting research, performing and monitoring clinical applications, and providing professional development.

Attachment A: Summary QEP Goals and Objectives

Goal One - To improve mechanisms for placing, characterizing, and educating the whole student with a focus toward the successful development of competent graduates prepared to attain excellence in professional life.

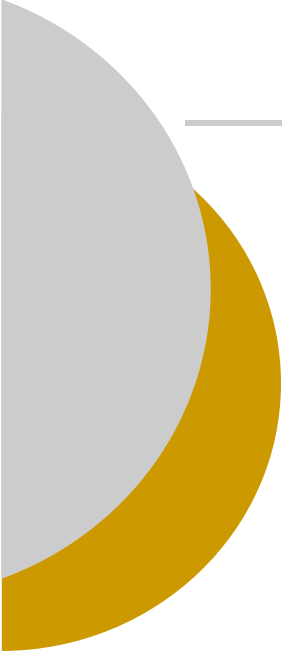
Objectives:

1. Restructure University College with a view toward
 - a) Better integration of its multiple functions
 - b) Amalgamation of all tutoring services under one leadership
 - c) Revision of the survival skills courses
 - d) Examination, assessment, development and placement of incoming freshmen,
 - e) Comprehensive and integrated academic advising system
 - e) Expansion of the intrusive retention service to a more proactive preventative stance than its current reactive approach to students on probation
2. Integrate the University student databases to insure accuracy and consistency and for use in development of a model capable of indentifying students who are most at risk of non-retention
3. Develop and "Academic Auditing System" to insure that
 - a) The student is appropriately advised or counseled before registering for classes,
 - b) The student enrolls in classes that are appropriate for his or her placement level,
 - c) The student takes prerequisite classes before taking more advanced classes.


Goal Two - To improve the campus culture to embrace diversity and the arts, foster scholarly attainment; and promote mature, society-conscious behaviors among all the parts of the university family.

Objectives:

1. Establishment of a "scholartorium" where students, faculty, and staff engage in scholarly activities in an informal setting. This structure is designed to enhance student performance, using the center approach.
2. Design and create a "Bulldog Den" as a center for dialog, communication, sharing, good fellowship, and scholarly exchange within the scholartorium.
3. Establish an Eminent Teaching Roundtable to foster an environment where innovations in teaching are recognized and rewarded.
4. Develop and construct an actual and virtual "events kiosk" as a means of enhancing communication on campus.
5. Enhancing perceived friendliness and helpfulness of student services, financial services, research and development, and academic affairs staff via customer service workshops.
6. Fostering a campus "ethos" which promotes student learning by creating a safe environment with respect to security and management of pedestrian and vehicular traffic, and furthermore, fosters and ethical sense of campus ownership by students that does not tolerate violence, theft, and abuse of the facilities.



Alabama State Board of Education



**STATE PLAN FOR ALABAMA HIGHER EDUCATION
2003-04 to 2008-09**

TRUSTEE REPORT

**BY THE
ALABAMA STATE BOARD OF EDUCATION**

NOVEMBER 1, 2006

ALABAMA'S PUBLIC TWO-YEAR COLLEGES

MISSION STATEMENT

The Alabama College System, consisting of public two-year community and technical colleges and an upper division college, seeks to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life for the people of Alabama.

MEMBERS OF THE ALABAMA STATE BOARD OF EDUCATION

Governor Bob Riley, President
Mrs. Sandra Ray, District 7, Presiding Officer
Mr. Randy McKinney, District 1
Mrs. Betty Peters, District 2
Mrs. Stephanie Bell, District 3
Dr. Ethel H. Hall, District 4
Mrs. Ella B. Bell, District 5
Mr. David F. Byers Jr, District 6
Dr. Mary Jane Caylor, District 8

GOAL 1 – ACCESS

Access to postsecondary education and training is an essential element of the mission of Alabama's public two-year colleges as adopted by the Alabama State Board of Education (the Board). Greater access to educational opportunities is one of the Board's major goals. The Board has maintained the availability of postsecondary educational opportunities through its 22 community colleges, its 4 technical colleges, and its one senior college, down from 43 colleges in 1985, in addition to a variety of special training vehicles which offer both credit and non-credit formats. As a result of the Board's stewardship, Alabama ranks eighth among sixteen southern states in population per two-year college. However, access initiatives focus not only on availability of postsecondary education, but also on affordability and user friendly services and scheduling.

Public two-year colleges, at the direction of the Board, have improved access by enhancing student support services such as assessment, placement, counseling and advising, retention, and remediation. Particular emphasis is placed on student financial assistance. As a result, 60 percent of public two-year college students in Alabama receive financial aid assistance. The Board has placed similar special emphasis on assisting Alabama's growing Hispanic population, with a consequent 35 percent increase in the enrollment of Hispanic students over the last five years. To further enhance access, electronic learning centers have been established at all two-year colleges for distance delivery of postsecondary education and training. Similarly, creation of statewide common calendar parameters, a common course numbering system, common course titles for lower division college-level courses, and common course competencies for career technical courses enhance access to postsecondary education for Alabama's citizens. In addition, the use of more flexible, non-traditional scheduling has resulted in increased access to courses and training opportunities for working adults, those with family responsibilities, those lacking traditional support and those lacking transportation. The Board is mindful of the fact that Alabamians travel an average of 42 miles to attend a two-year college, compared to a national average of 25 miles.

Presently, 52 percent of all college freshmen in Alabama attend two-year colleges. With an average age of 29, 97.1 percent of two-year college students are from Alabama. Last year, through its credit, non-credit special training vehicles, Alabama's two-year college system served over 284,000 people. Nearly 133,000 were served through credit programs, and an additional 51,000 through non-credit programs offered by the colleges. The Board is aware that the avenues of access provided by the two-year college system's special training vehicles are critical to Alabamians and to the economic health of the state. The Alabama two-year college system's Focused Industry Training Program and its LIFE Tech Program provided training for over 2,000 individuals. The Adult Education/GED Program, now a part of the Alabama two-year college system and its workforce development effort, served nearly 33,000 Alabamians. The two-year college system's Skills Training Centers provided training to nearly 20,000. The Firefighters' Commission/Alabama Fire College, part of the two-year college system, provided training for over 16,000 Alabamians. The Alabama Industrial Development Training Institute (AIDT) and the Alabama Technology Network (ATN) provided training for nearly 30,000 Alabama citizens.

GOAL 2 – COOPERATION

The Board understands that the mission it has established for the state's two-year college system cannot be attained without the leveraging of resources through cooperation. Consequently, the Board actively leads the effort to foster cooperation among the components of its own two-year college system, between the two-year college system and high schools, between the two-year college system and four-year colleges and universities, and between the two-year college system and the business community.

A system of inter-institutional agreements has been implemented to address skills shortages and the need for high-wage job training through the two-year colleges at any location in the state. The creation of

BuildMobile, an intensive, non-traditional welding program created through a partnership among Enterprise-Ozark Community College, Bishop State Community College, Southern Union State Community College, AIDT, and the shipbuilding industry, is an excellent example of this effort. Hundreds of area residents have been trained and employed, and the program has been expanded to provide training to meet additional skills shortages in the shipbuilding and aviation industries.

The Board has been requested by the Governor, its chair, to play an increasing role in addressing the state's prison overcrowding problem by providing education and training opportunities to help alleviate the crisis. The Chancellor served on the Governor's Task Force on Prison Overcrowding, and the resources of the colleges are being utilized to carry out the task force recommendations. The LIFE Tech program, piloted last year with female parolees, has been expanded to establish a LIFE Tech transition center for male parolees located in Thomasville. The center prepares males to enter the workforce upon parole. LIFE Tech is a model program designed specifically as a residential program for parolees to receive job readiness assessment, pre-employment skills training, short-term intensive career technical training, workplace skills and competencies certification, and adult education and GED attainment. The cooperation of J. F. Ingram State Technical College, Alabama Southern Community College, the Alabama Adult Education Program, and the Alabama Board of Pardons and Paroles has resulted in the creation of the two LIFE Tech centers opened thus far.

Thirteen Alabama two-year colleges have partnered with the Economic Development Partnership of Alabama to form a microelectronics consortium which focuses on preparing the workplace for employment in the microelectronics and semiconductor industries. Through the development of curriculum, specialized professional development for faculty, and external funding to enhance the effort, this consortium has helped ensure that all electronics programs in the two-year college system meet or exceed the requirements of the microelectronics industry.

The Board has fostered cooperation between high schools by establishing policies encouraging enrollment of accelerated high school students in baccalaureate degree creditable classes within Alabama's two-year college system. Last year 1,288 accelerated high school students benefited from this cooperative effort. Similarly, a comprehensive dual enrollment program has been implemented in the two-year college system, allowing high school students to be concurrently enrolled in high school and baccalaureate degree creditable courses. Last year 6,583 high school students benefited from this cooperative effort. The Board has undertaken the Early College Enrollment Program (ECEP), a special initiative which extends the early college enrollment concept to high school career technical students seeking to enter college-level career technical courses. ECEP was successfully piloted this year, and more than 100 students are participating at six different colleges. ECEP is a collaborative partnership between local school systems and community and technical colleges.

The Board has fostered cooperation between high schools and the two-year college system's Adult Education Program. This cooperative program, the Alabama Alternative High School Diploma Program, permits high school students who fail the Alabama High School Graduation Examination to pursue the GED through the two-year college system's Adult Education Program as an alternative. If they complete the GED while still enrolled in high school, they are issued a high school diploma, otherwise they receive the GED.

The Board's commitment to two- and four-year college cooperation is perhaps best symbolized by the ongoing effort to support and utilize the articulation agreement between two- and four-year colleges to ensure the seamless transfer of community college credit hours toward achievement of the bachelor's degree. The STARS guide which creates the transfer contracts for community college students is an excellent tool, and a symbol for the cooperation between two- and four-year colleges. More than 250,000 community college students have received STARS guides, guaranteeing successful transfer.

Another excellent example of two- and four-year college cooperation is the Alabama Community College Leadership Academy. The Academy is a cooperative effort between The University of Alabama and the Alabama College System. It is a certificate program of dynamic community college leadership designed to prepare future Alabama community college leaders, and to promote active partnership within postsecondary education. Nearly 150 community college leaders have completed the Academy over the last six years. The Board is also pleased by the two- and four-year college partnership between The University of Alabama and eight two-year colleges which provides a convenient pathway for Registered Nurses to complete a bachelor's degree. This partnership utilizes on-line learning and meets a critical need in nursing education and workforce shortages.

Two- and four-year college cooperation is an important element of one of the newest training vehicles to fall under the two-year college umbrella, the Alabama Technology Network (ATN), which became part of the Alabama College System two years ago. ATN now has 14 centers, most located on two-year college campuses, delivering technical assistance to businesses and incumbent worker training to employees, drawing from the expertise of community colleges, the University of Alabama, Auburn University, and the University of Alabama at Huntsville for the provision of highly technical training and technology transfer. This cooperative effort enables Alabama's existing industry to be globally competitive.

GOAL 3 – QUALITY

At the Board's direction, all community colleges within Alabama's two-year college system are fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All technical colleges within the two-year college system are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or by the National Council on Occupational Education, a national accrediting body fully recognized by the U.S. Department of Education as an accrediting agency.

In addition to these institutional indicators of quality, 42 separate institutional programs offered within the two-year college system are licensed or certified by professional or governmental entities, in order to ensure their continued quality. Moreover, a curriculum development project is well underway in the two-year college system that will standardize the curricula and the competencies of all academic, health and career technical programs in Alabama's two-year colleges, to ensure quality, support the articulation agreement, and meet industry standards. Already, core courses have been standardized in more than 20% of all career and technical programs.

The nursing program has led the way in this effort. A standardized nursing curriculum was completed and successfully implemented statewide in the fall of 2005. In fact, in the last three years, Alabama's two-year colleges have produced 98 percent of the state's new practical nurses and 58 percent of the state's new registered nurses. Two-year college nursing students perform at or above the level of native four-year college nursing students on the NCLEX. In 2006, 93 percent of graduates from two-year college Licensed Practical Nursing programs passed the NCLEX, compared to a national average of 88 percent. Further, 89 percent of graduates from two-year college Registered Nursing programs passed the NCLEX, compared to the national average of 88 percent. Also, several college programs achieved a 100 percent pass rate on the NCLEX for Licensed Practical Nursing in 2006: Snead State Community College, Faulkner State Community College, Bishop State Community College, Northwest-Shoals Community College, Northeast Alabama Community College, and Southern Union State Community College. Two college nursing programs, Bishop State Community College, and Faulkner State Community College, achieved a 100 percent pass rate on the NCLEX for Licensed Practical Nursing.

Under the Board's stewardship, the quality of education of Alabama's community colleges produces competitive, measurable student outcomes. For example, community college transfer students passed the Teacher Basic Skills Test at the same rate as those who started their degrees in four-year institutions.

A new evaluation and management plan for the two-year colleges – Quality Performance and Accountability (QPA) – was implemented in 2006. In the College Accountability Performance Profile (CAPP), colleges are measured by nine key indicators of educational quality based on outcomes of graduates who transfer to four-year colleges, graduates' job placement, success of student advisement and developmental courses, and financial accountability. The CAPP will allow rapid identification of, and response to shortcomings, as well as rapid identification of best practices which can be shared across the two-year college system. Colleges will use their annual Institutional Management Plans to report on progress in addressing shortcomings identified in the CAPP.

All faculty in the two-year college system must meet the standard of excellence in credentialing established by the Board. Faculty teaching baccalaureate creditable courses must have at least a master's degree and 18 graduate hours in the teaching field. Faculty teaching in occupational fields for which college degrees are not available must have at least an associate's degree, specialized coursework equivalent to the career technical program in question, and three years of successful full-time experience as a practitioner in the occupational field. Each year, the Board mandates a three-day program of intensive professional development for two-year college faculty, with specific subject matter tracks. Over 1,200 employees attended this year. A professional development consortium has been formed as a model for the delivery of high quality professional development, combining the resources of Wallace State Community College – Hanceville, Calhoun Community College, and Gadsden State Community College. This year, the consortium provided professional development to over 1,000 two-year college employees.

The fine work of system colleges is being recognized on the national front. Recently, the National Council of Instructional Administrators announced the winning and honorable mention entries from the 18th Exemplary Initiatives Competition. Shelton State Community College's "Bach to Rock" Project will be honored as a winner at the NCIA Celebration in April 2007. Additionally, Shelton State Community College and Snead State Community College will receive honorable mentions for their "Technology Exploration" and "Gateway" initiatives, respectively. Further, 19 institutions in the two-year college system are active participants in the League for Innovation in Community College, and 14 are members of the prestigious National Institute for Staff and Organizational Development (NISOD). In 2006, Ms. Marie Smith, an accounting Instructor at Snead State Community College, was the recipient of NISOD's Award of Excellence.

The strong emphasis on student excellence in the Alabama College System is reflected in the over 2,500 two-year college students who have been inducted into Phi Theta Kappa, the international two-year college academic honor society. A Calhoun Community College student, Mr. Marty E. Kellum, was recognized as one of 20 students named to the prestigious and coveted USA TODAY's 2006 Academic All-USA Community College First Team at the American Association of Community Colleges (AACC) conference in Long Beach, California on April 23. And, in 2006, 59 student-athletes representing the Alabama Community College Conference (ACCC) were named to the National Junior College Athletic Association's (NJCAA's) list of Academic All-Americans. This means the student-athletes participated in conference play and maintained a grade point average of 3.6 or better.

GOAL 4 – RESOURCES

The Board approved 2006-07 operating budgets in August 2006 for the new fiscal year reflecting conservative budget directives from the chancellor. Resources of the two-year system depend largely on state funding and the upcoming year finds that the System fared well from the Alabama Legislature. The Board did not increase tuition or required fees for the third consecutive year, focusing on continued student access with tuition and fees of only \$90 per credit hour. The System budgeted expenditure level for 2007 is approaching one billion dollars, an impressive economic impact to the communities Alabama. External funding has increased impressively over the last year as well, with the award of over \$35 million in workforce funds from the U. S. Department of Labor. Expenditures must be carefully apportioned, however, to address ever-increasing personnel costs associated with benefit rate increases as well as to fund needed cost-of-living raises deserved by faculty, staff and administrators.

Physical facilities in the Alabama College System continue to be upgraded, aided by the improved financial position of all colleges and the attainment of a System bond rating enhancing the likelihood that smaller colleges can obtain long-term debt. In this way, colleges can achieve goals for master plans within much more reasonable time frames than hoping for state bond issues.

GOAL 5 – WORKFORCE DEVELOPMENT

Because 80 percent of new jobs available in the next few years will require postsecondary education, because occupations requiring some level of postsecondary education below the baccalaureate level will grow by 50 percent over the next five years, and because some level of postsecondary education is necessary to secure employment which pays a living wage, the Board has made workforce development a special priority for Alabama's two-year colleges. Over 40,000 Alabamians in over 2,400 Alabama businesses were served last year through customized training for business and industry offered by the two-year college system, with a 97 percent satisfaction rating. Over 40,000 received retraining assistance last year through the two-year colleges as a result of the Board's special program for that purpose.

The National Science Foundation grant of \$3.5 million to five two-year colleges (Central Alabama Community College, Gadsden State Community College, Jefferson State Community College, Trenholm State Technical College, and Wallace State Community College-Hanceville) which resulted in the creation of CARCAM, the Consortium for the Alabama Regional Center for Automotive Manufacturing, is working closely with industry leadership to develop degrees and training programs to meet the specific high-tech workforce needs of automotive manufacturers and suppliers. The Alabama Automotive Manufacturers Association has instituted 30 annual scholarships for students at public two-year colleges pursuing automotive manufacturing training, an investment that clearly indicates the industry's confidence in the colleges' training programs.

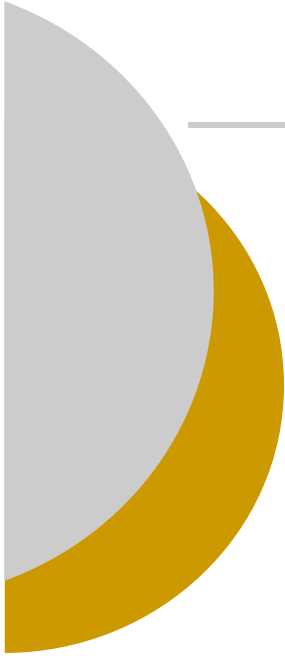
The U. S. Department of Labor grant of \$3.5 million has been used to establish the Center for Manufacturing Innovation, a partnership that includes several of Alabama's community and technical colleges and Manufacture Alabama, the trade association representing manufacturers across the state. The project is based at Calhoun Community College, and it offers the latest technical training in manufacturing technology through a short-term, modularized, competency-based format. The Center leverages the technical resources of specific two-year colleges; intensified basic instruction, pre-employment skills training and assessment offered through the Alabama Adult Education Program; and the resources of the Alabama Technology Network to meet the specific needs of Alabama's manufacturers. Industrial maintenance specialists are a critical need among the chemical, steel fabrication, automotive, plastics and pulp and paper industries in the state, and concerted efforts among colleges and AIDT are underway to recruit students into industrial maintenance programs and develop curriculum to meet industry standards.

The two-year college system continues to offer Alabama's Focused Industry Training Program (FIT). This program is a career pathway for adults with limited education and employment experience. It provides training required for entry-level jobs through a full-time, intensive 400-hour small group process which combines instruction in pre-employment skills and manufacturing technology. The program culminates in a comprehensive examination, the passage of which results in the Alabama Certified Worker credential. The program, offered at 32 sites, has served nearly 2,000 Alabamians, 88 percent of whom passed the Alabama Certified Worker examination. Half of those completing the program have found jobs immediately after receiving certification, and another 30 percent have gone directly into postsecondary education level job training.

The Alabama Industrial Development Training Institute (AIDT), continues to be rated as the top workforce recruitment and training program in the nation by *Expansion Management* magazine. AIDT trained 25,813 individuals this year through 109 projects in 41 Alabama counties. AIDT services are provided at no cost to trainees. Since its inception, more than 250,000 Alabama workers have been trained by AIDT. AIDT is the first state workforce training organization in the United States to earn international certification for its quality management system. In August, SRI Quality System Registrar auditors certified AIDT's conformity to requirements specified in ISO 9001:2000 standards developed by the International Organization for Standardization (ISO). ISO is the source of quality and environmental management standards and some 15,000 international standards for business, government and society.

The two-year college system continues to operate three regional skills training consortia in north, central, and south Alabama, called collectively the Skills Training Centers. These consortia bring together all the resources of all the two-year colleges in the region to share in the provision of non-college specific short-term, non-credit skills training across the state. These Skills Training Centers provided workforce training to nearly 12,000 residents last year. In addition, the Skills Training Centers provide the staff for Alabama's one-stop Career Links, with 29 comprehensive one-stop centers, 18 satellite one-stop centers, and 3 community college one-stop centers across the state. In addition, the specialized welding training program, BuildMobile, continues to offer short-term industry specific training for those seeking to enter the rapidly expanding shipbuilding industry. The Aviation Center, located in Mobile and an entity of Enterprise-Ozark Community College, operates an FAA approved power-plant and air-frame aviation program to provide technicians to Mobile's booming aviation industry. Most recently an intensive short-term adult education program has been collocated with the aviation program. This program prepares citizens who may not have graduated from high school for entry into the aviation technology program.

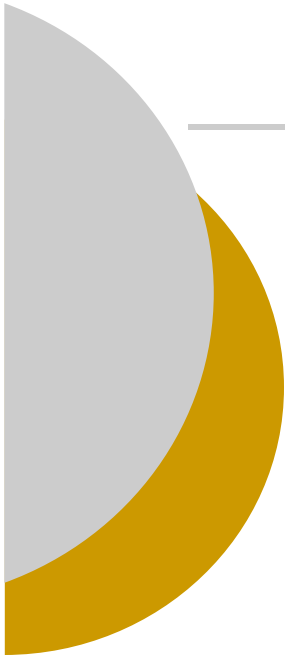
The Alabama College System's adult education program has been a significant participant in the development of Alabama's career readiness certification system. Operated through the Office of Workforce Development, the WorkKeys assessment process is used to certify the specific skill levels of Alabamians in reading, mathematics, and locating information. The assessment and targeted instruction designed to improve assessment results produce specific scores in those three areas which translate to specific skills and competencies related to employment. A certificate of mastery is issued to individuals based on their WorkKeys assessment results which lists the specific work-related skills and competencies mastered by the individual. This document is the career readiness certificate, which explains to businesses and industries what recipients can do in a language which businesses and industries can understand. These certificates will be part of all adult education programs, all postsecondary career technical programs, all career one-stops, all WIA youth programs, all FIT programs, all LIFE Tech programs, the Alabama Youth Challenge Academy, many DHR projects, and a number of community-based organization projects. This cutting edge workforce development tool with its wide based use places Alabama at the forefront of workforce development.



Alabama State University



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Auburn University



Report to the Alabama Commission on Higher Education

**Auburn University
Board of Trustees**

November 1, 2006

Auburn University's Mission Statement

Auburn University's mission is defined by its land-grant traditions of service and access. The University will serve the citizens of the State through its instructional, research and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy. The University will provide traditional and non-traditional students broad access to the institution's educational resources. In the delivery of educational programs on campus and beyond, the University will draw heavily on the new instructional and outreach technologies available in the emerging information age.

As a comprehensive university, Auburn University is committed to offering high-quality undergraduate, graduate and professional education to its students. The University will give highest priority for resource allocation for the future development of those areas that represent the traditional strengths, quality, reputation and uniqueness of the institution and that continue to effectively respond to the needs of students and other constituents. Consistent with this commitment, the University will emphasize a broad and superior undergraduate education that imparts the knowledge, skills and values so essential to educated and responsible citizens. At the same time, the University will provide high-quality graduate and professional programs in areas of need and importance to the state and beyond. To accomplish these educational goals, Auburn University will continue to compete nationally to attract a faculty distinguished by its commitment to teaching and by its achievements in research, both pure and applied. The University will strive to attract a faculty that will bring distinction and stature to the undergraduate, graduate and professional programs offered by the University.

Because research is essential to the mission of a land-grant university, Auburn University will continue development of its research programs. The primary focus of this research will be directed to the solution of problems and the development of knowledge and technology important to the state and national and to the quality of life of Alabama citizens. The University's research programs will make important contributions to instructional programs through the involvement of graduate and undergraduate students and the renewal of the faculty. Research will also provide the knowledge base for outreach programs. In carrying out its research mission, the University will emphasize established areas of strength and will focus available resources in those areas of research and doctoral study that are, or have the potential to develop into, nationally and internationally recognized centers of excellence.

Extension and outreach programs are fundamental to the land-grant mission because these programs directly affect the lives of all citizens in the state. The University will maintain the strengths of its traditional outreach programs and will increasingly involve the broader University in outreach programs that respond to the changing needs of the society in which we live. The University will continue to seek new and innovative ways to reach out to the people it serves.

Auburn University – Introduction

Auburn University is a constitutionally created institution, governed by an independent board of trustees. As a premier comprehensive research university with a land-grant mission, Auburn and its metropolitan campus in Montgomery are uniquely positioned to provide the people of Alabama with educational programs research activities and outreach services that enrich the quality of life for all of the state's citizens. As stated in the University's vision statement, Auburn "will be widely recognized for the quality of its undergraduate educational programs, the effectiveness of its research and outreach programs, and the broad access to the University provided through the innovative use of information technology. The University will insure the quality of its program through the careful focusing of its resources in areas of institutional strengths."

The themes of access, partnerships, quality, stewardship and workforce and economic development articulated in the goals of the State Plan for Alabama Higher Education coincide with the specific criteria Auburn currently uses to measure its success. Auburn is committed to ensuring that all areas of the University – academic and administrative – remain accountable and productive. Through strategic planning, the University is sharpening its mission and goals and providing the tools needed to promote accountability across the institution.

Auburn University has many programs and services, both current and forthcoming, that exemplify its commitment to the goals set forth by the Commission. Those that follow are only a small sample of the University's commitment to the people of Alabama.

Goal 1 – Access – Elevate the educational attainment levels of all citizens.

- Increasing access to higher education for the citizens of Alabama is a priority for Auburn. The University offers a full spectrum of services and programs to enhance the educational attainment of the state's citizens. Through outreach and extension programs, Auburn provides instruction and assistance to thousands of Alabamians in their local communities. Currently, some 250 courses in 22 degree and certificate programs are available to non-traditional students through AU distance education curricula in agriculture, business, education, engineering, human sciences and liberal arts. In 2005-06, enrollment in these courses approached 3,000. Auburn also offered more than 1,000 non-credit continuing education programs and outreach activities, with more than 50,000 registrations.
- The Alabama Cooperative Extension System (ACES), jointly administered by Auburn University and Alabama A&M University, brings hundreds of services annually to tens of thousands of Alabamians. ACES provides the people of the state with programs in agriculture, forestry and natural resources, food and nutrition, workforce preparation, 4H and youth development, and community and economic development. In fiscal year 2006, ACES made face-to-face contact with over 1.7 million clients.

- Auburn University works closely with K-12 throughout the state to increase the level of preparation of teachers and the academic performance of Alabama's youth. The Sustaining School Success program, coordinated through AU's Truman Pierce Institute, is training instructional leadership and building educational capacity. Bolstered by a decade of lessons learned from the West Alabama Learning Coalition, this program serves over 200 administrators, teachers, and student leaders in four rural county school systems. Another AU project is TEAM-Math, an initiative funded by a \$9 million NSF grant to improve math performance in East Alabama schools. Led by a team of Auburn University professors, in collaboration with professors from Tuskegee University, this initiative is transforming the way mathematics is taught in early grades in schools in Barbour, Chambers, Lee, Macon and Russell Counties.
- Auburn University also provides comprehensive educational programs to resident students at the undergraduate, first professional and graduate level. Current enrollment of over 23,500 is at a historic high, and AU is the alma mater for a large proportion of the state's college graduates. The University provides academic support services and student life programs that encourage success, enhance the undergraduate experience and improve student persistence. The opening of the new Cater Center in 2006 brings together a variety of academic, personal and career support services in the heart of the campus.
- This year AU has added more than \$2 million in new "Spirit of Auburn" scholarships for deserving Alabama students. This brings AU's total undergraduate scholarship program to a record \$15.5 million. Through the Spirit of Auburn awards and other scholarship programs such as the License to Learn Valedictorian Scholarship and the Board of Trustees Scholarship, Auburn directly fosters the educational attainment of qualified students from across the state.
- Auburn University at Montgomery serves both non-traditional and traditional students. Because 80 percent of its students work full- or part-time, classes are offered from 8 a.m. to 10 p.m. on weekdays, and AUM provides weekend courses through its Weekend College. In addition, the School of Continuing Education offers certificate programs that afford access to higher education for many who do not need college credit but who seek training for a career change or for better performance in their current position. Almost one-third of the students attending the Montgomery campus are members of ethnic minority groups, evidence of the University's ongoing commitment to success in achieving diversity.

Goal 2 – Cooperation – Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private-sector entities.

- In 2006 AU launched the Auburn Alternative Energy Initiative, which brings together multidisciplinary research teams to take advantage of the energy potential of Alabama's abundant renewable resources. In October, representatives

of academia, government and industry gathered in Auburn for “Alternative Energy Solutions from Alabama’s National Resources,” a conference designed to examine the role Alabama can play in reducing our nation’s dependence on foreign energy sources while advancing economic development of Alabama’s present natural resource-based industries.

- In cooperation with the University of South Alabama, Auburn University’s Harrison School of Pharmacy has made arrangements to establish a new Doctor of Pharmacy program in Mobile. Graduates of this new professional program will help to meet the current and anticipated need for pharmacists in the state’s populous southern region.
- The 156-acre AU Research Park is nearing readiness for tenant occupancy. Developed in partnership with the city of Auburn, Lee County and the state of Alabama, the park provides a facility where AU faculty and students can work directly with business and industry to promote research-based economic development for the state and region. Through innovation, the research park will also foster entrepreneurial activity, creating jobs, sustaining economic vitality and improving the quality of life.
- Auburn University’s College of Business has established a unique partnership with Southern Union State Community College to provide a Technical Systems Management minor for AU students. This partnership brings together the theoretical expertise of AU faculty with the practical expertise of Southern Union faculty to fill a serious void between line workers and engineers. The minor prepares non-engineering students to be candidates for these technology-dependent jobs that combine an understanding of systems operations with hands-on technical skills.
- AU is partnering with World Food Programme, a leading humanitarian agency, to develop models of student-led campaigns to alleviate worldwide hunger and malnutrition. In 2006 the AU College of Human Sciences brought together representatives from 25 universities and the National Association of State Universities and Land-Grant Colleges for a three-day War on Hunger Summit.
- Cooperation is a core commitment of Auburn University at Montgomery. This year, with support from the Alabama Humanities Foundation, AUM developed an institute for high school teachers on the theme “Prisms of Place: Alabama’s Black Belt.” Students from the School of Nursing provided health education services to the citizens of Lowndes County. The School of Sciences offered academic training in Justice and Public Safety to active-duty Montgomery police officers. Located in the capital, the Montgomery campus of AU has partnered with state agencies for more than three decades to solve problems in equal employment opportunity, organizational functioning and information technology infrastructure.

Goal 3 – Quality – Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

- Already one of the nation's top 50 public universities and a leading doctoral research institution, Auburn University has made a strategic commitment to comprehensive assessment and improvement of its programs and services. At the program level, each unit promotes continuous quality improvement through goal-setting, data collection, analysis and action. At the institutional level, the AU Board of Trustees has launched an Assessment Initiative to measure, benchmark and improve the educational achievement of AU students, especially in the essential skills of critical thinking, analytic reasoning and written communication. As a result, AU is emerging as a national leader in the "value added" approach to strengthening educational quality.
- AU's endowed Biggio Center for the Enhancement of Teaching and Learning offers numerous programs, workshops and conferences to strengthen the quality of instruction at the University. In addition, through its Preparing Future Faculty programs, the Biggio Center enhances the preparation of doctoral students who may pursue careers in various types of institution of higher education.
- AU's Competitive Research Fellowship Program offers more than 20 highly qualified undergraduates an opportunity to conduct research under the close supervision of a faculty mentor. Through this program, able students receive professional mentoring and learn how real-world challenges are solved. The AU Office of Research also runs a successful faculty mentoring program, where junior faculty members just beginning their academic careers receive mentoring from successful senior faculty. As part of its commitment to quality, the office also funds start-up packages for recruiting proven researchers to Auburn.
- The current capital campaign for Auburn University includes goals of more than \$100 million for endowed chairs and professorships, as well as travel grants and initiative grants for both young and outstanding senior faculty. In addition, almost \$120 million is targeted for new construction and renovation of academic and athletic facilities. Within that amount, \$33 million is the goal set for academic equipment and instrumentation. Finally, approximately \$11 million has been targeted in support of various research initiatives and faculty exchange programs.

Goal 4 – Resources – Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

- The AU Office of Development works with private donors to add significant funding in areas of highest priority for both the University and the state, increasing the efficient use of resources and maximizing the state's investment in higher education.

- Auburn University's sponsored research program has achieved an average annual growth rate of 15 percent over the past decade. Today, its sponsored programs are valued at nearly \$100 million. Through technology transfer, AU researchers have formed commercial licensing agreements with 53 companies and 11 start-up companies organized expressly to develop and market Auburn-developed technologies and inventions. These ventures bring new resources to the university and new jobs and tax receipts to the city and state.
- Auburn University, in partnership with the University of Alabama System and other partners in higher education, continues to provide leadership efforts in establishing and maintaining a clear and ambitious legislative agenda in Montgomery for the funding of higher education.
- Since 2002, the employees of Auburn University at Montgomery have made donations and pledges of cash, stock, and deferred gifts totaling over \$270,000 to enhance the institution's contributions to the city and state.

Goal 5 – Workforce Development – Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

- The Auburn Research Park provides an environment that joins the university and industry in entrepreneurial activities that lead to innovation and high-quality job creation for area citizens. These activities also provide hands-on experience for Auburn students as they work with clients from business and industry.
- Auburn University remains focused on a research strategy that provides corporate and government sectors with creative resources in such areas as management, policy, education, training and development. By partnering with state and community entities, AU fosters stronger business and management practices and economic progress.
- Auburn University's Economic and Community Development Institute provides training, research and assistance throughout Alabama. This AU institute has partnered with other educational institutions, state agencies, nonprofit organizations and the private sector to help build the capacity of Alabama's small towns through the Alabama Communities of Excellence program. In another outreach initiative, AU is has forged partnerships with municipalities, private sector, two-year colleges, chambers of commerce and private enterprises located along Interstate 85. This region-wide effort, called the I-85 Corridor Alliance, is creating a workforce and economic development vision for East Alabama.
- Auburn University at Montgomery's dual degree relationship with the University of Ulsan, South Korea, allows American students the opportunity for international study to learn the culture, concepts of government, and business practices of a rapidly growing Asian nation. As a part of the same relationship, South Korean

college students are receiving English language training from AUM, equipping them to contribute to Alabama's burgeoning international business climate.

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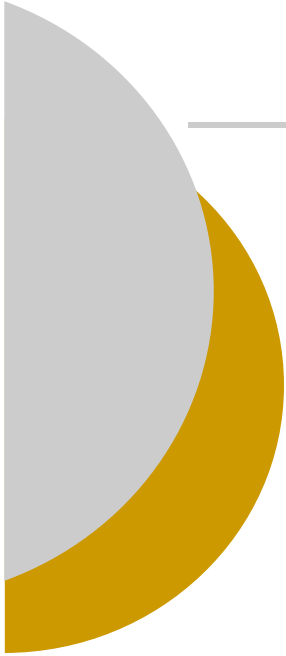
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Jacksonville State University



Jacksonville State University
Alabama Commission on Higher Education
Trustees Report
October 16, 2006



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Dr. Joseph Morton, State Superintendent of Education, *Ex officio*

MISSION STATEMENT

Jacksonville State University is a public, comprehensive teaching institution that provides educational, cultural, and social experiences for a diverse undergraduate and graduate student population. As a student-centered university, Jacksonville State University strives to balance academic challenges with a range of support services for students' academic, career, and personal goals. As an academic institution, Jacksonville State University seeks to produce broadly educated graduates with skills for employment, citizenship, and life-long learning. As a comprehensive university, Jacksonville State University supports scholarly and service activities consistent with its academic and professional strengths.

STRATEGIES TO ACHIEVE STATEWIDE GOALS

Statewide Goal 1 Access

Elevate the educational attainment levels of all citizens.

1. Work with all sectors of education in Alabama to ensure that students receive a sound educational foundation so as to progress through the educational system successfully.

- **Provide feedback to High Schools and Community Colleges on student success.**
The Registrar reinstituted the practice of sending grade reports to four community colleges.
- **Sponsor on-campus programs for High School students.**
Emerging Leaders Day is held each November at JSU. High School counselors from fifteen area counties are asked to select three juniors who are leaders to participate in the daylong program. A total of 217 students from 70 High Schools attended the 2005 Emerging Leaders Day. There are three Preview Days held on Saturdays during the year in which high school students are invited to tour the campus and interact with departmental representatives during a browse session. During the 2006 Spring Preview Days 440 accepted students were able to pre-register for their fall classes.

2. Increase the number of high school accelerated enrollment courses.

- **Expand dual enrollment sites and offerings.**
On-site teaching of dual enrollment classes has expanded to three additional schools.

3. *Increase higher education access to all areas of Alabama through distance learning, focusing particularly on underserved areas.*

- **Expand web-based offerings and distance education sites and offerings.**
Web based offerings were increased by 21 sections and two new videoconferencing sites were added.
- **Make all General Education courses available online.**
General studies curriculum (areas I-IV) is now offered through distance learning methodologies.
- **Increase use of, and enhance, Blackboard system.**
Blackboard sections were increased by 29 and upgraded to the latest version of Bb. Blackboard integration with legacy SIS increased automatic online course shell generation for all courses on campus, including all traditional as well as distance courses.
- **Increase number of programs that can be completed entirely online.**
Two new online degree programs were added.

4. *Increase the number and amount of state scholarships and grants provided to students attending colleges and universities, especially students from low income families.*

- **Increase scholarship funds from the Capital Campaign and other external resources.**
Scholarship funds through the Capital Campaign were increased to allow for more academically gifted students to receive scholarships. Monthly contributions are identified through the JSU Foundation.
- **Publish brochure reporting availability of institutional scholarships.**
A published brochure identifying institutional scholarships is printed each year in hard copy. Also, the brochure and listing of scholarships are on the JSU web site.
- **Provide equitable opportunities for all student athletes without regard to race or gender.**
The Free Application for Federal Student Aid is available in the financial aid office through hard copy and is also available online at www.fafsa.ed.gov. This information is disbursed to students through the Financial Aid Information booklet and on the JSU web site.

5. *Strengthen the articulation process and the transferability of educational achievements.*

- **Promote AGSC/STARS and articulation on website informing prospective students.**
JSU maintains a web page on articulation with links to the STARS system at Troy University.
- **Strengthen relations with community colleges.**
The JSU Admissions Counselors attend college fairs at community colleges annually. In addition to those visits, the Admissions Counselors schedule private visits at primary feeder community colleges annually.
- **Review and revise all General Studies syllabi to facilitate articulation.**
General Studies syllabi are revised annually and sent as a single document to Shannon Nichols at AGSC/STARS, snichols@stars.troy.edu.
- **Periodically update web pages to reflect articulation.**
The articulation web page is updated at least annually to reflect the new course catalog. Interim updates are made as course changes are noted.

6. *Offer effective adult education, GED, and literacy programs to allow citizens the opportunity to access progressively higher levels of education and training.*

- **Increase evening and weekend course offerings.**
Evening and weekend course offerings made up 17.6% of all courses offered at JSU in Fall 2005. This is a 3.4% increase over Fall 2004.
- **Offer continuing education courses in a variety of subjects.**

The Office of Continuing Education offers Academic Preparation courses that will assist students in taking their ACT, SAT, MAT, and GRE. Personal Enrichment, Career Development, Health Care Certificate Programs, and On Line Opportunities are offered.

- **Provide space for GED preparatory courses to be delivered on campus.**

A classroom and office with storage space has been provided in Self Hall.

7. Improve the recruitment, retention, and persistence to graduation for all levels of education.

- **Refine assessment to determine why students leave.**

Non-returning students are surveyed to determine why they leave.

- **Develop early intervention programs for those assessed to be at-risk for leaving.**

JSU offers developmental coursework to assist students whose entrance scores suggest they will have difficulty succeeding in core first year courses. The university recognizes that these students are at-risk for leaving if they are not successful academically. These developmental courses are in the areas of quantification, reading, and writing. Additionally, JSU encourages students who just barely fall below the entrance exam score required for admission to complete an intensive summer session—Experiencing Success in Education and Life (ExSEL)—as an alternate route to admission. Since 1993, this program has assisted over 800 students.

- **Provide on-site student service visits at community colleges to improve recruitment.**

In addition to attending the regular college fairs at community colleges JSU staff also scheduled private visits at our primary feeder schools.

- **Continue to strive to recruit student athletes who exceed NCAA minimum requirements.**

By recruiting student athletes who meet JSU admission requirements, NCAA minimum requirements are often met as well.

- **Provide tutoring at all levels.**

Tutoring Services tutored a total of 860 students during the major terms (Fall/Spring) for the 2005-06 academic year. This number represents an increase of 76 students from the previous academic year (2004-05). Retention of students in the tutorial program increased from 80.36% in the 2004-05 academic year to 83.27% during the 2005-06 academic year. Passing rate for students utilizing tutoring increased from 74.10% during the 2004-05 academic year to 83.87% during the 2005-06 academic year.

8. Increase the percentage of citizens who complete associates and bachelor's degrees.

- **Maintain financial-aid accessibility for qualified students.**

The Financial Aid Office maintains financial aid accessibility for students by offering various presentations on how to apply for aid and what programs are available. These are presented both on campus and at local high schools. Information on scholarships and applications is available to student online.

- **Maintain tuition rates at or below state median.**

Based on the JSU average undergraduate enrollment of 12 credit hours, students at JSU will experience no tuition increases in Fall 2006. Graduate tuition also remains unchanged from Fall 2005.

- **Enhance student support services, e.g. counseling, mentoring, abuse programs, tutoring, etc.**

A survey has been created and administered to gauge success of tutoring and counseling support of student athletes.

- **Provide flexible course scheduling and delivery.**

Evening and weekend course offerings made up 17.6% of all courses offered at JSU in Fall 2005. This is a 3.4% increase over Fall 2004.

- **Maintain student athletes' progress, retention and graduation rates that exceed NCAA requirements.**

The NCAA Academic Performance Program ensures that student athletes stay on course in their pursuit of a college education.

Statewide Goal 2 **Cooperation**

Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

1. Respond to the educational needs of an increasingly diverse population that includes more minorities, immigrants, working adults, and senior citizens.

- **Develop and maintain critical sections of the website in the Spanish language.**
The JSU Newswire was published on the web in Spanish until September 2005.
- **Expand Continuing Education offerings.**
Continuing Education offerings have been expanded to include opportunities for new career development: Homebuilding, Principles of Private Investigation, Personal Fitness Trainer Certifications, and new on line providers have been added.
- **Promote the English Language Institute to provide ESL assistance to foreign students.**
The English Language Institute assists non-native English speakers who want to learn English for academic and professional purposes. Classes are designed for people who have an interest in gaining admission to JSU or other colleges in the United States. There are currently 13 students from four countries in the four-level academic program, which includes classes in Listening/Speaking, Reading/Writing, Grammar, and Pronunciation. There are six sessions per year (four 7 ½-week sessions during the academic year and two six-week sessions in the summer).
- **Promote International House program that pairs foreign students with American students in a residential environment.**
The International House: successfully recruited a full complement of American and International students for the year; provides translations as needed for Coosa Valley Youth Services; provides annual training for the World Citizenship Badge to Boy Scouts of Northeast Alabama yearly; students visited local and regional elementary and middle schools; hosted visits from Ragland High School and Donoho High School; students presented programs to local and regional churches, Kiwanis groups and Rotary Clubs. In July 2006 the International House and the International Endowment Foundation, Inc. hosted a reunion/60th anniversary celebration in Paris, France for 147 alumni and school officials.
- **Increase evening and weekend course offerings.**
Evening and weekend course offerings made up 17.6% of all courses offered at JSU in Fall 2005. This is a 3.4% increase over Fall 2004.

2. Align with business and industry in Alabama to identify their needs for a trained workforce of prepared citizens who are able to move into jobs and perform them with a high level of success.

- **Expand Technology programs to support Alabama's automotive industry.**
The Technology Department began partial implementation of the new Master of Science in Manufacturing Systems Technology during 2005-06 by offering one course each full term. This degree program was specifically developed to help provide manufacturing professionals with knowledge and skills needed to successfully lead Alabama's high tech manufacturing enterprises. Expanded offerings are planned for 2006-07. The Technology Department continued to develop its cooperative education program with Honda Manufacturing. Currently, eight Technology students are actively participating in cooperative education experiences with Honda. Feedback from this program indicates that Technology students perform well in their coop responsibilities and that Honda wishes to continue to expand the program. Preliminary work was initiated to develop a baccalaureate program in Automotive Manufacturing Management. This program could be ready for implementation for the 2007-08 academic year.
- **Provide leadership in the Calhoun and Etowah County Chambers of Commerce.**
Minutes of the Calhoun and Etowah County Chambers of Commerce will indicate that the President or his designee attended each monthly meeting and provided leadership at those meetings and during various assigned projects. Records in the Calhoun County Chamber of Commerce office will indicate that JSU's President is serving as vice chair and chairman-elect for 2006 and will be chairman in 2007.

- **Encourage and mentor local businesses through the Small Business Development Center.**
The Small Business Development Center counseled and conducted workshops for 1152 small businesses in the JSU service area and Center personnel are members of the board of directors of the Northeast Alabama Entrepreneurial Center.
- **Sponsor career fairs and employment counseling/interviewing workshops.**
Career Placement Services hosts a fall career fair for non-teaching majors and a spring education fair. Both fairs brought over 90 organizations to campus with over 200 recruiters. An average of 500 students participated in these fairs during the 2005-2006 academic year.

3. Increase the number of well-prepared teachers and develop incentives to meet the demands of critical subject mastery shortages particularly in underserved areas of the state.

- **Continue graduating the most teachers of any Alabama institution.**
During fall 2005 and early spring 2006, faculty members of the New Student Population Committee personally delivered 225 College of Education and Professional Studies information packets to 33 P/12 partner schools in Alabama and Georgia.
- **Provide teachers resource center accessible to current teachers.**
In the 2005-2006 academic year, the Learning Resource Center became more searchable through an improvement in record keeping. Library staff worked with staff in the Learning Resource Center to improve the MARC records for each item held in the LRC. This improvement will not only allow teachers and students to find more materials, but will allow the Houston Cole Library to share information concerning the holdings of the LRC. LRC staff participated in an Athena workshop. The Athena software is used for record keeping in the LRC. A one and a half inch alphabet, eight new dies, and an eight-inch die of the JSU Gamecock were added to the Ellison die collection. The LRC added 389 books to the library, 20 new test assessments, 8 DVDs, and 4 Videos.
- **Ensure Education programs, as measured by the PEPE evaluation, pass with an A.**
The 2005-2006 report card for Teacher Education Programs in Alabama is currently unavailable through the Alabama State Department of Education.
- **Ensure teacher education graduates are highly qualified in terms of subject mastery.**
New teacher education programs were submitted to the Alabama State Department of Education in July 2005, reviewed in November 2005, and approved in March 2006. All programs include benchmarks that candidates must meet in order to achieve highly qualified status upon program completion. Only highly qualified candidates are recommended for teacher certification.
- **Offer additional courses to assist teachers meet highly qualified standards.**
All programs include benchmarks that candidates must successfully meet to attain highly qualified teacher status. Programs were adjusted to include courses to assist teachers in meeting this goal.
- **Provide information about and design programs to meet current demand areas in K-12 education.**
Teachers holding degrees in math, science, and technology are in great demand in the public school arena. Inservice opportunities that include AMSTI training will strengthen content knowledge in these specific academic areas and will improve teachers' instructional abilities as they interact with P/12 students.

4. Strengthen health care training programs and develop incentives to meet the shortage of health care workers in Alabama.

- **Provide an online Master of Science in Nursing (MSN) program.**
In December 2005, the Alabama Commission on Higher Education amended the post-implementation conditions mandated when the MSN program was initially approved. During 2005-2006, a total of 10 students (3 part-time, 7 full-time) graduated from the MSN program. There were 44 students enrolled in MSN courses for Fall 2006 with an additional 21 transient UNA students for a total headcount of 65 students.

- **Offer an online RN to BSN program for nurses with associate degrees.**
The RN to BSN (STEP) program continues to grow with enrollment increasing from 9 in Fall 2001 to 100 in Fall 2006. With the implementation of the RN to BSN to MSN program, enrollment in the MSN program is enhanced. Enrollment has also increased with the implementation of the collaborative arrangement with University of North Alabama (UNA). The exponential growth of the STEP program necessitated increased administrative and physical infrastructure to support the program. Two new administrative support positions were added: Director of Student Services for the RN to BSN and MSN Programs and a secretary. Five rooms previously utilized by the Nursing Center Clinic (now closed) were converted to offices.
- **Address salary disparity between nursing faculty and practitioners to recruit and maintain quality faculty.**
Starting salary for master's prepared nursing faculty was increased by 4%. A significant disparity between practitioners and nursing faculty continues to exist. Proposals were presented to the Alabama Hospital Association (Northeast Alabama Council) and Northeast Alabama Regional Medical Center for assistance in recruiting new faculty members.
- **Sponsor an annual conference for health care workers through continuing education and Nursing.**
The 10th Annual Continuing Education Conference for Nurses was held July 14, 2006. Dr. Kingsley Sathiakumar, Epidemiologist, Biodefense, Disease Surveillance and Emergency Preparedness Coordinator for Jefferson County Department of Health was the keynote speaker. He focused on Pandemic Influenza, Avian Flu, and Bioterrorism. 147 participants attended eight other sessions with topics ranging from *Medication Reconciliation* to *Teaching Families to Cope with 36 Hours a Day of Dementia Care*. Participants were very pleased with the conference ranking overall effectiveness as 3.69 on a 1-4 scale with 4 being outstanding.

5. *Provide support for the many activities that enhance the quality of life for Alabama citizens such as health and safety, recreation and the arts, and opportunities for lifelong learning.*

- **Offer a variety of programs for citizens of Alabama through Continuing Education.**
Continuing Education offered 345 courses to 8,625 students generating 48,966 contact hours in the period October 2005-September 10, 2006. These programs consist of Personal Enrichment, Career Development, Professional Development, Computers, and Real Estate. Other varieties of programs are offered in an online format.
- **Establish a wireless network for the public to use in the University Library.**
A wireless network was established in the University Library during FY2006. This network provides the capability for students, faculty, staff and guests to use their notebook computers in locations throughout the library to access information on the campus network and the Internet.
- **Provide Music, Art, and Drama exhibitions/performances that are open to the public.**
All three departments provide multiple exhibitions and performances throughout the academic year.
- **Provide environmental awareness and community programs through the Environmental Policy and Information Center and the Little River Canyon Field School.**
JSU Field Schools (JSUFS) provide annually over 150 programs designed to nurture appreciation of Alabama's natural and cultural significance, celebrate diversity, and foster stewardship of the natural world. JSUFS promote Natural History and History education from the "deepest canyon to the highest mountain" in Alabama. JSUFS has a commitment to provide affordable and accessible educational opportunities with K-12 environmental and arts programs for school groups at the core of programming. JSUFS also offers children's family, and adult workshops and classes on subjects such as botany, nature, bird watching, forestry, geology, archaeology, anthropology, astronomy, arts, paddling, hiking, and more. Summer camp programs for children emphasize fun and learning about nature. JSUFS has received national level awards for the past two years for inner city children's nature camps. Teacher training workshops provide opportunities for educators to obtain continuing Education credits and to gain environmental knowledge and ideas to use in their classrooms. Partners such as the Alabama Bureau of Tourism and Travel, US Forest Service, National Park Service, Alabama State Parks, and many others assist JSUFS in providing high quality and entertaining educational experiences for over 25,000 folks each year. In the past few years JSUFS program sites have multiplied from the Little River Canyon area to include outdoor classrooms at Talladega National Forest, JSU Frog Pond,

Dugger Mountain Wilderness, Terrapin Creek area, JSU Campus, Historic McClellan, and Cheaha State Park. The Little River Canyon Center will begin construction in the fall of 2006 and is expected to open May 2008 to serve over 100,000 visitors annually.

- **Offer an Adult Exercise and Wellness program for senior citizens.**

The Department of Health, Physical Education, and Recreation offers programs for senior citizens including water aerobics, floor exercise, and weight room.

6. Develop partnerships among K-12, higher education, business, and government to address the issues of accessibility, affordability, and educational attainment of Alabama's citizens in innovative ways.

- **Share facilities (Gadsden Ford Center and Ft. McClellan 3181) with Gadsden State.**

Contracts with Gadsden State are on file providing legal basis for the shared facilities at the Joe Ford Center and at McClellan Building 3181.

- **Participate in the Alabama Reading Initiative.**

The College of Education and Professional Studies offers a Master's Degree in Education with a major in Reading Specialist. Program graduates are employed as reading specialists or reading coaches in P/12. The employment rate of graduates is 100%. Teachers completing programs in Elementary Education, Early Childhood Education, Special Education, Secondary Education – English Language Arts, and Reading Specialist are fully prepared to teach reading based on the modules and standards of the Alabama Reading Initiative. Additionally, six faculty in the College of Education and Professional Studies received intensive instruction in the various instructional modules of the Alabama Reading Initiative.

- **Offer joint MSN through Nursing consortium with Troy.**

The successful collaboration in nursing between Troy and JSU continues. During the 2004-2005 academic year. JSU MSN students enrolled in the following Troy nursing courses: NSG 6671 Pathophysiology, NSG 5512 Assessment, and NSG 5512 Research. Dr. Beth Hembree serves as the point of contact with TSU for day-to-day coordination issues.

- **Establish joint MSN program with the University of North Alabama.**

A Memorandum of Agreement was established in which JSU will offer four courses to students in the new University of North Alabama (UNA) MSN program, beginning Fall 2006. These courses include: NU 442G Transcultural Nursing and Healthcare, NU 544 Statistical Methods for Healthcare, NU 551 Teaching, Learning, and Evaluation in Collegiate Nursing Programs, and NU 550 Developing Instructional Programs in Collegiate Nursing Education. 21 UNA transient students are enrolled at JSU for Fall 2006 taking NU 442G Transcultural Nursing and Healthcare.

- **Provide quarterly seminars for the ten-county East Alabama Regional and Planning Commission.**

Four seminars were offered in 2006 in partnership with East Alabama Regional Planning and Development Commission. These seminars were "The ABC's of Economic Development in Alabama," "Emergency Preparedness for People with Special Needs," "Settling Employee Discipline Disputes," and "Ethics and the Public Official and Public Employees."

- **Partner with Troy-Dothan and University of North Alabama to provide training for state associations.**

Training was conducted in partnership with Troy-Dothan and the University of North Alabama for the Associations of County Administrators and County Engineers. Other state associations that were added to the partnership were the County Revenue Officers Association of Alabama, and the Association of 911 District Administrators. The Certificate Program for the Alabama Association of Chiefs of Police was increased to include two more classes.

- **Offer clinics and campus to enhance development of athletic skills.**

Thirty-two athletic camps were conducted with over 2,014 students involved. Camps were conducted in baseball, basketball, softball and soccer.

7. Enhance the quality of life and culture of all Alabamians through a renewed commitment to the arts and humanities.

- **Offer Kaleidoscope, the annual spring festival of the arts, featuring public performances of literature, music, art, and drama.**
Kaleidoscope is presented every spring as a series of artistic performances and exhibitions.
- **Provide lectures of interest to the general community.**
The Faculty Scholars Lecture, the Ayers Lecture, the Friends of the Library presentations, including one Alabama Humanities Foundation lecture, and the Phi Beta Kappa Lecture are annual events open to the public.

Statewide Goal 3 **Quality**

Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

1. Develop a process of accountability that recognizes the needs of all stakeholders in light of Alabama's finite resources.

- **Conduct systematic program review of all programs on a seven-year cycle.**
In 2005-2006, ten academic and non-academic units participated in JSU's first cycle of Program Review. All ten units submitted self-studies and non-accredited units convened on-site peer reviews. Reviewer reports will be compiled and submitted to JSU Administration in November 2006.
- **Accredit every academic program that is covered by an accrediting agency.**
Jacksonville State University is accredited by the Southern Association of Colleges and Schools (SACS). Its programs are accredited as follow: Art – National Association of Schools of Art and Design (NASD); Drama – National Association of Schools of Theater (NAST); Music – National Association of Schools of Music (NASM); Social Work – Council on Social Work Education (CSWE); Business – The International Association to Advance Collegiate Schools of Business (AACSB); Dietetics – Commission on Accreditation for Dietetics Education (CADE); Technology – National Association of Industrial Technology (NAIT); Education – National Council for Accreditation of Teacher Education (NCATE); Nursing – Commission on Collegiate Nursing Education (CDNE). Programs currently seeking accreditation include: Communications – Accrediting Council on Education in Journalism and Mass Communication (ACEJMC); Counselor Education – Council for Accreditation of Counseling and Related Programs (CACREP); Public Administration – National Association of Schools of Public Affairs (NASPAA); Learning Services – Preliminary approval for certification by the National Association for Developmental Education (NADE). The Chemistry program is accreditable but the department is not seeking accreditation at this time.
- **Conduct annual financial and compliance audits.**
Financial and compliance audits are conducted by the Examiner of Public Accounts each year. The 2004-05 audit is on file in the VPAA's office.
- **Conduct systematic evaluations of all faculty members by students.**
Faculty are evaluated by their students at the end of each semester. These form part of the documentation for determining teaching effectiveness.
- **Maintain accredited status with SACS.**
JSU began preparing for its 2013 SACS reaccreditation by appointing the Continuous Improvement Subcommittee of the Institutional Effectiveness Committee. This subcommittee will review the current SACS standards for compliance and develop a long-range plan for improvement implementation that will prepare JSU for accreditation by 2011.
- **Maximize potential for academic, physical and emotional welfare of student athletes.**
JSU CHAMPS Life Skills is committed to providing services and support to student-athletes from admission through graduation and equipping them with life skills to promote success in present and future endeavors. This is done by providing comprehensive academic advisement, an athletic learning community, CHAMPS Mentor Program, academic success skills for all student athletes, and individual tutoring on an as-needed bases.

2. Provide equipment, information resources, appropriate and adequate facilities, and other support for quality teaching and research to enhance student learning including increasing the instructional use of technology.

- **Maintain a life-cycle technology replacement program.**
The second year of JSU's life-cycle technology replacement program was completed during FY2006. During the first two years of the program \$900,000 was invested to replace or upgrade 600 computers in addition to printers and peripheral equipment in classrooms, labs and public access locations throughout the campus.
- **Seek alternative funding to provide technology resources not provided by the state.**
JSU worked with area schools and the Calhoun County Chamber of Commerce Foundation on a plan that secured Phase 1 funding from the various participants in an area fiber optic network project. Matching funds were secured from the Alabama Department of Economic and Community Affairs.
- **Maintain smart classrooms in all academic buildings on and off-campus.**
The purchase and installation of smart classroom equipment has resulted in the utilization of this technology in academic buildings throughout the campus and at McClellan.

3. Provide funding for the recruitment and retention of highly qualified faculty, in order to significantly improve representation by race, ethnicity, and gender.

- **Raise faculty salaries to the regional average.**
There were two faculty salary adjustments in the last four years.
- **Maintain standing committee on recruitment and retention of minority faculty.**
The campus committee on recruitment and retention of minority faculty meets quarterly.
- **Advertise faculty and administrative positions on HBCU web site.**
Advertising on the HBCU web site is an ongoing strategy.
- **Emphasize fringe benefits package in recruitment.**
The Office of Human Resources meets with all search committees to discuss many aspects of hiring, including the benefits that are offered to new faculty. Search committees are given information that they can distribute to candidates brought to campus for interviews. The HR office also, on occasion, meets with the prospective faculty members to answer questions regarding benefits. The result of these efforts is that new faculty are much better informed of the entire compensation package. In addition, the new faculty move through the orientation process more quickly since they have prior knowledge of the benefits in which they will participate.
- **Consult the Minority & Women Doctoral Directory for faculty and administrative positions.**
The Minority & Women Doctoral Directory is consulted for each vacancy.

4. Provide faculty development opportunities to strengthen instructional skills.

- **Support travel and professional development for faculty.**
This is done with annual awards through competitive process.
- **Encourage faculty participation in development such as conferences and workshops.**
Extended new faculty orientation provides a semester-long opportunity for professional development in the areas of classroom management, grant-writing and online teaching among other topics of interest.
- **Offer professional development activities for faculty on campus.**
Distance Education offers regular programs and webinars that provide professional development opportunities.

5. Encourage incentives for using assessment results to strengthen programs.

- **Initiate a departmental budget award for the best assessment plan.**

The Assessment Subcommittee reviewed departmental assessment plans and is in the process of collecting assessment measures. An assessment workshop is scheduled for Spring 2007. It will recognize and reward successful departments.

- **Fund faculty participation in assessment-related conferences.**

The Office of Institutional Research and Assessment funded three JSU faculty and administrators to attend the International Conference and seven faculty attended the Institutional Effectiveness Workshop in San Antonio.

- **Employ a full-time university assessment officer.**

On June 1, 2005, Dr. Alicia Simmons was hired as JSU's Assessment Coordinator.

6. Provide a uniform reporting process denoting the success of students in all sectors of higher education transferring to Alabama's universities from Alabama's public two-year colleges (grade point average (GPA), course grades, continuation rate, etc).

- **Continue articulation work with AGSC/STARS and ACHE.**

General Studies syllabi are revised annually and sent as a single document to AGSC/STARS.

- **Maintain long-standing assessment model of 2-year success rates.**

The Registrar provides reports to community colleges related to the success of JSU transfer students. A study of transfer students was disseminated in 2003. A follow-up study is planned for FY 2007.

- **Develop statewide standard definitions for reporting success of transfers.**

JSU sends a representative for regional universities on the Articulation and General Studies Committee responsible for developing statewide definitions for transfer students.

7. Use technology to enhance the delivery of higher education.

- **Upgrade records management using document imaging systems.**

The document imaging system has been upgraded to support approximately 150 users in 20 offices. These users have used the system to store approximately 3 million images to provide more efficient document processing, storage, sharing and management.

- **Enhance distance learning by establishing more teleconferencing sites.**

The Office of Distance Education was involved in Phase I of the Calhoun County fiber optic proposal. The intent of the proposal was to interconnect high schools in Calhoun County with the local community and the University to enable high school students to enroll in dual enrollment classes. The project will install fiber cable between the university and Jacksonville High School, and also between Gadsden State Community College, Ayers Campus and Oxford High School. The project will facilitate videoconferencing, enhance Internet capabilities and provide for the exchange of data between participating institutions. Upgrades to existing videoconferencing equipment at the University and Oxford High School took place. The upgrades enabled the University and the participating schools to use the newest Internet protocol. Due to the Calhoun County Fiber Optic Grant, the JSU videoconferencing system was upgraded at two sites, Self Hall and Oxford High School. Two new 880 Tandberg codecs were purchased through the grant which allowed for new industry standard (IP 323) calls to be made. Plans for a new site at Anniston High School were approved. The new site should be made operational during the fall 2006 semester. The JSU videoconferencing equipment that was recently removed from Snead State Community College has been leased to Anniston High School to facilitate/expedite their participation in both the Calhoun County Fiber project and the Governor's ACCESS program. Due to recent problems experienced at AHS, it is anticipated that the leasing of this equipment may help to facilitate a general, day-to-day educational process of this school. Additionally the location of a videoconferencing unit at AHS opens up the doors to teacher education, dual enrollment, and additional videoconferencing opportunities with and through AHS and JSU. Videoconferencing classes were offered at 14 different sites in Alabama and Georgia. Videoconferencing classes were offered by the College of Education and Professional Studies and the College of Commerce and Business Administration.

- **Modernize administrative information systems.**

The Banner and Luminis systems were purchased to replace the administrative computing systems that have been in place for many years and to provide enhanced web services. Hardware and software systems were installed and the university network was upgraded to support the new systems. During the first nine months of the project, JSU employees have received approximately 8,000 man-hours of training.

- **Maintain Continuing Education Center at Ft. McClellan equipped with modern technology to support distance communications and teaching.**

The Continuing Education Center moved from Curtiss Hall to McClellan this year. It is equipped with up-to-date technology including Internet access and videoconferencing capabilities.

Statewide Goal 4 **Resources**

Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

1. Collaborate with Alabama citizens and interest groups to improve state funding for education including efforts toward tax reform.

- **Support the Higher Education Partnership.**

Jacksonville State University's president serves as chairman of the College and University presidents within the Higher Education Partnership.

- **Adhere to unified budget concept so higher education speaks with one voice.**

Jacksonville State University's unified budget request indicates support of the unified budget as agreed to by the Council of Presidents and the Alabama Commission on Higher Education.

2. Communicate and promote the value, strengths, effectiveness, and needs of higher education to the general public.

- **Increase press coverage of University activities available to the public.**

In 2005-2006, the News Bureau fulfilled 100% of the 450 publicity requests submitted by faculty, staff and students compared to the 240 requests fulfilled in 2004-2005, resulting in an 87.5% increase in the number of announcements, calendar items, and press releases issued to all area news media and published on the JSU web site.

- **Increase web resources such as program reviews, planning documents, etc. accessible by the public.**

The program review schedule and PRISM planning & reporting schedule were posted on JSU's web site in FY 2006 and on the OIRA website, both of which are accessible by the public.

- **Publish studies demonstrating JSU's financial, cultural, and educational benefit to the region and state.**

The Center for Economic Development at JSU provides economic impact studies, marketing surveys, and employee attitude assessments. The most recent economic impact study was disseminated in 2005.

3. Communicate and promote the value, strengths, effectiveness, and needs of higher education to the legislative and executive branches of Alabama's state government.

- **Lobby legislators to support higher education through the Council of Presidents.**

Jacksonville State University received the highest percentage budget increase in more than ten years in working with leadership in the Alabama House and Senate through the Council of Presidents and the Alabama Commission on High Education.

- **Increase web resources such as program reviews, planning documents, etc. accessible by legislative and executive branches.**

The program review schedule and PRISM planning & reporting schedule were posted on JSU's website in FY2006 and on the OIRA website.

4. Increase efficiency through the allocation, reallocation, and utilization of resources to maximize the state's investment in higher education.

- **Enhance ties between budgeting to planning process for review and priority.**
Approved PRISM budget requests were compiled and submitted to the Expenditures Subcommittee for FY 2007 funding consideration.
- **Schedule more classes in evening and weekends to maximize physical plant.**
Evening and weekend course offerings made up 17.6% of all courses offered at JSU in Fall 2005. This is a 3.4% increase over Fall 2004.
- **Encourage cooperation and shared resources among programs and departments.**
The Departments of Criminal Justice, Sociology/Social Work, Political Science/Public Administration share computer labs and common areas in the newly renovated Brewer Hall. The Departments of Psychology, Technology, and Mathematical, Computing, and Information Sciences share computer labs in the newly renovated Ayers Hall. The Departments of Drama and Music collaborate to produce a musical and an opera each year. The Departments of Art, Drama, Music, English, and History collaborate to offer Kaleidoscope each spring for the community. The College of Business allows the College of Arts and Sciences and the College of Education and Professional Studies to hold classes in extra space. The College of Arts and Sciences and College of Education and Professional Studies collaborate on curriculum and course offerings for secondary education majors' teaching fields.
- **Serve as a regional hub for school and libraries' Internet access through AREN.**
All K-12 schools and some public libraries in Northeast Alabama access the Internet through the Alabama Research and Education Network (AREN). AREN supports the Alabama Virtual Library (AVL).

5. Facilitate collaboration among K-12, higher education, business, and government to improve efficiencies and expand opportunities.

- **Expand dual enrollment programs in regional high schools.**
On-site teaching of dual-enrollment classes has expanded to three additional schools.
- **Expand reciprocal borrowing consortium with UA, UAB, Auburn and AUM.**
Discussions are underway within the Network of Alabama Academic Libraries (NAAL) to expand the reciprocal borrowing consortium from five to 14 Alabama academic libraries.
- **Support K-12 teachers of math, science, and technology through Department of Education AMSTI grant.**
Faculty in the College of Education and Professional Studies served as committee members for the Alabama Math, Science, Technology Initiative (AMSTI) Grant. The AMSTI Grant was funded and followed by teacher training provided through the JSU Inservice Center. Faculty from the College of Education and Professional Studies participated in the training sessions and will include the updated information in math, science, and technology course development.
- **Partner with governmental agencies, state associations, universities, businesses, and K-12 in training and education through In-Service and Continuing Education.**
The Office of Continuing Education provided business and industry training for businesses in the area such as Alabama Specialty Products, Dixie Pacific, Regional Medial Center, and Wellborn Cabinet. The Office of Continuing Education continues to work on the partnership with Troy-Dothan and University of North Alabama to provide certificate training to the Associations of County Administrators, Engineers, County Revenue Officers, and the Alabama Association of 911 Districts. This training is also done in partnership with the Alabama Association of County Commissions. Executive level certificate programs are also offered through the partnership of the three universities (UPACE) for the Alabama Association of Chiefs of Police. Through a partnership with the East Alabama Regional Planning and Development Commission, quarterly seminars are offered for public officials, public employees, educators, and non-profit groups. Real Estate classes for professional license renewal are offered in partnership with the Calhoun County Board of Realtors. License renewal hours are also approved in seminars offered for auctioneers, counselors, social workers, nurses, real estate agents, and law enforcement personnel.

- **Support the effort to install a fiber optic network for county K-12 schools, higher-education, business and government.**

A collaborative effort involving JSU, area K-12 schools and the Calhoun County Chamber of Commerce Foundation resulted in the procurement of funds to initiate the effort to install a fiber optic network. A bid was written and awarded to install two fiber segments: one to connect JSU, Kitty Stone Elementary School and Jacksonville High School and another to connect Oxford High School and Gadsden State Community College – Ayers Campus. Evaluations are being conducted to determine the next phases of the project.

Statewide Goal 5 **Workforce Development**

Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

1. *Increase the involvement of education in the development of a world-class, technologically skilled workforce.*

- **Initiate technology partnerships with local industry.**

JSU, area K-12 schools and the Calhoun County Chamber of Commerce Foundation initiated the effort to install a fiber optic network in the Calhoun County area. It is anticipated that this network will be developed to initially serve area schools and later to serve governmental entities and local business and industry.

- **Institute a Masters in Manufacturing Technology to support Alabama's automotive industry.**

The Department of Technology and Engineering, located in the College of Education and Professional Studies offers a Master's Degree in Manufacturing Systems Technology to support Alabama's automotive and technical industry.

- **Provide scholarship funds for graduate-level work in nursing to ease shortage of educators in that field.**

Between July 1, 2005 and June 30, 2006, a total of 16 MSN students were assisted with tuition support through federal Traineeship funds, representing an expenditure of \$18,522.00. The Advanced Nursing Education Traineeship grant application was submitted to HRSA with an award of \$17,967 for traineeships for 2006-2007.

- **Provide classes and certificate programs in computers and technology.**

The Department of Mathematics and Computer Science offers BS degrees in Computer Science and Computer Information Systems and an MS degree in Computer Systems and Software Design. The Department of Technology offers BS degrees in Computer Integrated Manufacturing Systems Technology, Electronics Technology, Occupational Safety and Health Technology, and Technology, and an MS degree in Manufacturing Systems Technology. Two new programs in technology education were approved by the Alabama State Department of Education in March 2006: The Bachelor of Science Degree in Education with a major in Career Technologies and the Bachelor of Science Degree in Education with a major in Technical Education. The College of Education and Professional Studies continues to offer advanced technology in education courses at the Master's degree level. The Office of Continuing Education provides computer classes to the general public through regularly scheduled classes in its catalog and by request to business and industry clients. These classes are conducted at JSU McClellan, at Merrill Hall on the JSU campus, and at the Joe Ford Center in Gadsden. A certificate program has been developed to verify when, upon completion, an individual has completed 100 hours of computer training. Classes are also provided in Desktop Publishing and Web Page Design.

- **Emphasize use of technology in professional programs supported by well-equipped labs and classrooms.**

The Life-Cycle Technology Replacement program initiated during FY2005 has resulted in the replacement or addition of 600 computers with peripheral equipment to improve the quality of technology available for instruction and research in labs and classrooms throughout the campus.

2. *Provide students with pre-employment assessments and technical career programs that lead directly to employment.*

- **Provide Career Counseling Center testing, assessment, counseling, referrals and placement.**
The Career Counseling Center provides computer-based testing and assessment using the Myers-Brigg Type Indicator, the Strong Interest Inventory, and the DISCOVER Career Guidance Program. Its career counseling services include resume writing, interviewing skills, job search techniques, career selection, and a career library. The Center provides information on available employment opportunities and posts job listings to assist students in obtaining career-related work experience.
- **Schedule interviews for students that lead directly to employment.**
On-campus interviews by organizations are sponsored by Career Placement Services through individual scheduling as well as the annual Professional Connection Interview Day. Aside from the career fairs, 20 organizations conducted interviews on campus with an average of 150 students.
- **Provide continuing education programs that lead to retraining, certification and employment in several fields.**
Continuing Education offers programs that lead to retraining, certification and employment. Examples of these programs are Medical Billing and Coding, EKG Cardiovascular, and Pharmacy Technician Certificate Programs. The Auctioneer School prepares an individual to enter the field of auctioneering and the Real Estate Pre-license program allows someone to have the training to become a real estate sales person. New certificate programs have been offered as follows: Personal Fitness Trainer Certificate Program, Learn How to Build a House, and the Principles of Private Investigation. Continuing Education, online providers also offer a variety of certificate programs that lead to retraining certification and employment.

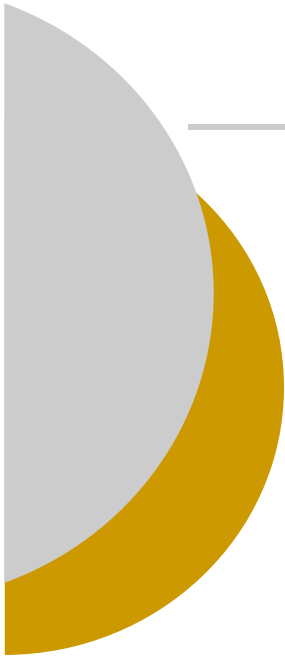
3. *Increase support for research activities that attract business and industry to Alabama.*

- **Encourage and mentor entrepreneurship in Northeast Alabama through the Small Business Development Center.**
The Small Business Development Center counseled and conducted workshops for 1152 small business in the JSU service area.
- **Conduct research that is tied directly to Alabama business through the college of Commerce and Business Administration.**
Ongoing research projects by CCBA faculty and Center for Economic Development staff are continuing. Examples include the Choccolocco Economic Activity Zone and the four county projects recently undertaken for Etowah, Cherokee, Marshall and DeKalb Counties.
- **Support regional business and commerce through University research facilities such as the library and conference centers.**
The University Library is available for all to use on-site. Circulation privileges are available for Calhoun County residents and members of the Friends. Use by area business is encouraged through the librarian's membership in the Calhoun County Chamber of Commerce. The conference center is available for use by area business and commercial interests.
- **Establish the Choccolocco Economic Development Zone encompassing Calhoun, Cleburne and Talladega Counties.**
The establishment of the Choccolocco Economic Activity Zone has proven to be a great success with the appointment of a Zone-specific Advisory Board and the large turnout of over 200 individuals for the initial symposium.

4. *Provide additional information about pre-employment education and training opportunities to employers, unemployed, and under-employed potential employees.*

- **Conduct career fairs to link employers with prospective employees.**
Career Fairs are held in the fall for non-teaching majors and in the spring for education majors. 56 school systems with over 125 recruiters were on JSU's campus for the education fair with over 250 students participating. The fall career fair for non-teaching majors sees an average of 25-35 organizations attracting about 200 JSU students.
- **Publish Continuing Education catalogs and marketing materials to provide employment and training information.**

Continuing Education publishes two catalogs per year, one per semester. In addition, a Summer Camp catalog is published to include the summer courses and athletic camps. Brochures are produced for the Certificate Programs, for Business and Industry training, and for online programs. Monthly flyers are produced to include the Gadsden/Etowah County Chamber publication to specifically advertise classes conducted at the Joe Ford Center in Gadsden. Flyers are also produced to market real estate classes to members of the Board of Realtors in the State. An Auctioneer School brochure is prepared and sent to prospective auctioneer students. The Continuing Education website also contains marketing information for the different programs.



Troy University





**Troy University Board of Trustees
Report On the Statewide Plan for
Higher Education of Alabama
November 2006**

Introduction

More than one year after the formal unification of the former Troy State University System, it is apparent the changes will enhance the level of service the University can provide the citizens of Alabama. It is also apparent, as this report will outline, that the “new” Troy University will be well positioned to continue its tradition of support of the goals of the Alabama Commission on Higher Education. This support of ACHE’s State Plan is a cornerstone of the Board of Trustees’ vision for Troy University.

This report will outline how Troy University follows the goals of the State Plan with regard to access, cooperation, quality, resource enhancement and workforce development. The desire on the part of the Troy University trustees and administration to enhance the University’s abilities to deliver on these goals was at the heart of the decision-making process that led to unification. The principles articulated in the ACHE plan remain a fundamental part of Troy University strategic planning and were reflected in the “Vision 2010” plan for the University.

The purpose of the State Plan is “(1) to focus public attention on important strategic issues facing Alabama higher education and the state; (2) to articulate Alabama’s needs and its vision for higher education; (3) to commit resources necessary to provide high quality teaching, scholarships, research, and public service programs for Alabama citizens; and (4) to promote stronger working relationships among stakeholders with an interest in establishment of common goals and the resolution of issues related to the improvement of higher education in Alabama.”

Troy University’s mission statement reflects the ideals of the state plan: “Troy University is a public institution comprised of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional and nontraditional and emerging electronic formats. Academic programs are supported by a variety of student services, which promote the welfare of the individual student. Troy University’s dedicated faculty and staff promote discovery and exploration of knowledge dedicated to life-long success through effective teaching, creative partnerships, scholarship and research.”

While the two statements are complementary and parallel, specific examples tell the story of how closely Troy University is following the State Plan goals. What follows is a goal-by-goal summary of these actions.

ACHE goals and Troy University goals and actions

State Plan Goal 1—Access: Elevate the educational attainment levels of all citizens.

- Unification of Troy University has eliminated barriers to transfer course credit within the institutions comprising the former Troy State University System,

making it possible for students to take courses from more than one Troy University campus or teaching site without loss of academic credit.

- Through its College of Education, Troy University trains teachers for Alabama's classrooms.
- TROY, with its leadership in the development of the AGSC/STARS Program, helps students in Alabama community colleges transfer to universities without loss of academic credit.
- As of fall semester 2006, approximately 13,000 students enrolled on TROY's campuses in Alabama were classified as adult "non—traditional" students. Troy University makes education accessible for adults by offering classes in the evenings, on weekends and over the Internet.
- Continuing education courses on the Dothan Campus served 723 students enrolled in 3,695 hours of course during 2004. In 2005, 1,532 students/participants enrolled in 21,289 of continuing education opportunities, including courses, workshops and conferences.
- Through the Center for Business and Economic Services (CBES) of the Sorrell College of Business, Troy University serves aspiring entrepreneurs and small business owners by providing free counseling sessions monthly at chambers of commerce in Barbour, Butler, Coffee, Covington, Crenshaw, Dale, Geneva, Henry, Houston and Pike counties.
- The CBES also provides at minimal charge seminars and programs for small business owners such as NxLevl, a program designed to help participants achieve the next level of small business success, and seminars on procurement and doing business with the U.S. government designed to aid small businesses in proximity to military installations in south Alabama, such as Fort Rucker and Maxwell Air Force Base.
- The Sorrell College of Business through its risk management and insurance faculty offers periodic courses in property and casualty and life and health insurance.

- 1. Troy University Goal: Provide a variety of undergraduate and graduate programs in traditional, non-traditional and electronic formats.**
- 2. Troy University Goal: Maintain a diverse student population.**

State Plan Goal 2—Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

- Troy University has identified almost 125 separate partner organizations or agencies, ranging from municipalities, K-12 schools, private firms and state or federal agencies.
- The University's Healthy Schools Healthy Kids Phase II program is targeting school-aged children in Pike and Bullock counties to foster healthier habits, specifically focusing on the prevention of school-age obesity by increasing physical activity, and providing education of students and parents on high-risk behaviors as well as health screening and monitoring activities

- Troy University received a \$1.2 million grant from the State Department of Education to implement the Alabama Math Science and Technology Initiative (AMSTI) program in an 11-county service area in southeast Alabama. Those counties include Butler, Coffee, Conecuh, Covington, Crenshaw, Dale, Escambia, Geneva, Henry, Houston and Pike. The University also directs the Alabama Science in Motion Program, which is the grades 9-12 component of AMSTI. ASIM conducts summer training for teachers that are teaching biology, chemistry and physics.
 - Troy University is one of three regional support centers for the Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) Project, the distance-learning initiative which provides instruction for Alabama's K-12 classrooms.
 - Troy University also assists in providing programming that addresses social problems by partnering with organizations that provide training for the next generation of leaders. Some notable examples are:
 - The annual Girls State conference is held each spring on the Troy Campus serving more than 300 high school juniors.
 - Troy University is also home to the Youth Leadership Forum, a leadership program for high school students who have physical challenges.
 - Troy is now home to the annual Hugh O'Brian (HOBY) Youth Leadership Conference.
 - Partnering with federal agencies in programs such as Upward Bound, TROY provides academic enrichment and leadership training for potential first-generation college students.
1. **Troy University Goal: Ensure the development of creative partnerships, scholarship and research.**
 2. **Troy University Goal: Provide services that promote the individual welfare of students.**

State Plan Goal 3—Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Troy University's transformation from a system to a unified university has enhanced the academic mission of the University in several ways:

- The unified Troy University will no longer seek separate SACS/specialized accreditation, resulting in a reduction of faculty/staff time and cost savings while achieving the same end.
- Troy University's main campus already enjoyed the highest program viability among Alabama public colleges and universities. Unification of system campuses immediately enhances program viability at the Dothan and Montgomery campuses.
- The University now issues one set of academic publications, such as faculty handbook, academic calendar, student handbook, undergraduate bulletin and one graduate bulletin system-wide.

- Troy University is now in better position to expand graduate school to include need-driven programs. This will build on the University's status as the largest provider of graduate degrees in Alabama.
- Troy University is on the leading edge of digital programming and distance learning programming. A new E-Campus organizational and delivery structure, made possible by unification, is being implemented.
- U.S. News and World Report's most recent annual guide "America's Best Colleges" named Troy University as one of 64 "Best Universities-Master's" for the Southeast region.
- Troy University is among 146 schools receiving The Princeton Review's "Best in the Southeast" designation, the second consecutive year TROY has received this honor.
- GetEducated.com, LLC has named Troy University among its Top 25 most affordable online master's degree providers.
- A much larger and more visible university will gain more attention from other graduate schools and corporations, ultimately enhancing the practical value of a Troy University degree.

Quality improvement is ongoing as is monthly review of strategic plans. Chancellor Hawkins also meets bi-weekly with his cabinet and the senior vice chancellors of the institution.

- 1. Troy University Goal: Ensure effective teaching.**
- 2. Troy University Goal: Maintain a dedicated faculty and staff.**

State Plan Goal 4—Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

- Troy University is in the initial phase of a capital campaign to help offset capital and large programmatic needs of the institution. As a part of that overall campaign, Troy University has already launched a fund-raising effort to completely renovate Bibb Graves Hall, the oldest building on campus and home to the College of Business and the Information Technology Division.
- Troy University has conducted an economic impact study to gain a better understanding of how it affects the region and state. More than 2,000 responses from students, faculty and staff were solicited. The survey showed that Troy University's annual economic impact on Alabama topped \$330 million.
- Troy University's merger of three institutions into one will save the state of Alabama \$16 million over the next 10 years.
- Troy University's Office of Sponsored Programs reported funding of grants and contracts of almost \$16 million for fiscal year 2005-2006. By contrast, in 1990, total grants and contracts activity for Troy was less than \$300,000.
- Troy University, as part of a larger effort to internationalize the University, has invested \$75,000 in a special fund to encourage faculty to study abroad, thus broadening the perspective of an institution that could have otherwise have

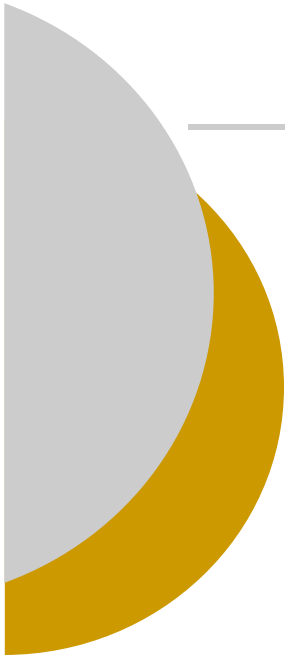
remained parochial. Faculty members have used these resources to visit countries such as China, Sweden, and Peru.

1. Ensure efficient and effective operations and to assess and provide resources as needed to implement institutional mission, goals and objectives.

State Plan Goal 5—Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama’s economic future.

- Troy University has partnered with the Alabama Development Office to share office space at the TROY site in Heidelberg, Germany, and to help recruit business for Alabama. A similar arrangement for Korea is in the planning stages.
- Troy University maintains strong elementary and secondary certification programs and CEUs for teachers as well as advanced degrees. Given this track record it will continue to explore a doctorate degree in educational leadership over the next five years.
- Troy University worldwide awarded 3,121 master’s degrees during the 2004-2005 academic year. All other public universities in Alabama combined awarded 6,285 master’s degrees during the same period. TROY is also exploring IT-based degree options more in-line with market-driven needs.
- Through the creation of an international economic development center on the Troy campus, the university will continue to lead the way for helping all segments of the population reach out to and bring the world to Alabama. In 2006, a new director was appointed for this center.
- Troy University is a life-long learning institution. Across the state, nation and world one can find members of the United State Armed services who would not have their current level of educational attainment with out this institution.

1. Promote discovery and exploration of knowledge dedicated to life-long learning success.



University of Alabama





The University Of Alabama System

THE UNIVERSITY OF ALABAMA • THE UNIVERSITY OF ALABAMA AT BIRMINGHAM • THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

Charles Ray Nash
Vice Chancellor for Academic Affairs

October 30, 2006

Dr. Gregory G. Fitch
Executive Director
Alabama Commission on Higher Education
Post Office Box 302000
Montgomery, Alabama 36130-2000

Subject: State Plan for Alabama Higher Education

Dear Dr. Fitch:

Please find attached the *Trustee Report* for The University of Alabama System. We are happy to provide any additional information you may need.

Sincerely,

A handwritten signature in black ink that reads "Charles R. Nash".

Charles Ray Nash

Enclosure

cc w/encl.: Dr. Malcolm Portera
Dr. Elizabeth French

REPORT TO THE ALABAMA COMMISSION ON HIGHER EDUCATION

THE UNIVERSITY OF ALABAMA SYSTEM (UAS)

THE UNIVERSITY OF ALABAMA SYSTEM MISSION STATEMENT

(Adopted by the Board of Trustees, April 18, 2003)

The University of Alabama System consists of three doctoral research universities: The University of Alabama, The University of Alabama at Birmingham, and The University of Alabama in Huntsville. The System is governed by The Board of Trustees of The University of Alabama as stipulated by the Alabama Constitution. The purpose of the Board of Trustees is to ensure the effective leadership, management, and control of the institutions of the System in order to provide for a definitive, orderly form of governance, and to secure and maintain responsive, progressive, and superior institutions of higher education. The Board of Trustees created the present multi-campus structure in 1969, and each of the component institutions has a unique mission that is consistent with the broader mission of the System.

The Board of Trustees executes its governance responsibilities through a chancellor, who serves as the chief executive officer of the System. A president heads each campus with responsibility for campus administration and reports directly to the Chancellor and through the Chancellor to the Board of Trustees. The Board of Trustees and the Chancellor delegate certain administrative functions and maintain such offices as deemed appropriate to meet the administrative needs of the System. The Chancellor also provides linkage between the System and various components of state and federal governments, as well as other educational groups and organizations.

The institutions of The University of Alabama System exist to serve all people of Alabama through teaching, research, and service programs. As resources permit, the institutions extend these functions to the nation and beyond through a wide variety of educational programs and services. The institutions of the System assist students in developing the knowledge, skills, attitudes, and behaviors necessary to function as responsible and productive citizens in a democratic society. They endeavor to improve the quality of life by providing high-quality public service, outreach, cultural enrichment, health care, and economic advancement opportunities through their academic, research, and service programs.

The Mission of The University of Alabama System is based on these guiding principles:

1. The careful management of resources is achieved through strong and responsive governance. The System maintains an effective process for the review and approval of academic and financial matters at the institution and System levels and strives to achieve the most effective and efficient use of resources by encouraging inter-institutional cooperation whenever possible and appropriate.
2. The System promotes opportunities for equal access for all qualified students and values diversity among its students, faculty, staff, and administration.
3. The System encourages collaboration with elementary/secondary schools, community colleges, and other institutions of higher education whenever possible and appropriate, and supports the PK-Ph.D. concept as a way of helping to ensure high-quality programs, services, and student performance at all levels of education.

4. The quality of education is regularly assessed with the goal of improvement. The System promotes careful planning, review, and evaluation to ensure the best possible results from the programs, services, and activities of its institutions.
5. The System recognizes that its component institutions differ in mission, role, scope, and academic characteristics, and is committed to maintaining institutional diversity.
6. To achieve selective excellence, the System recognizes that academic resources may be concentrated according to different patterns at different institutions and with different results.
7. The System helps stimulate the continuing awareness of ethics and human values.
8. The System assumes an active role in advocating for and responding to the needs of its component institutions.
9. The System recognizes the linkage between a quality system of higher education and future economic opportunities for its students, and acknowledges its vital role in promoting the economic advancement of Alabama.
10. The System supports its institutions as they engage in high-quality, innovative, and relevant research that involves the discovery, dissemination, and application of knowledge.
11. The System recognizes the need to serve citizens beyond the boundaries of the campuses through outreach programs and services.
12. The System is committed to providing high-quality health care through its hospitals and clinics as it engages in preeminent medical education, research, and health related programs.
13. The strength of the System depends on the quality of its leadership. A commitment to seek, appoint, and support administrators, faculty, and staff who ascribe to sound academic principles and possess professional and personal characteristics that ensure solid and positive growth of all aspects of the System is essential.

The mission statement of The University of Alabama System incorporates all five goals (Access, Cooperation, Quality, Resources, and Workforce Development) of the State Plan for Higher Education in Alabama.

The individual campuses mission statements are as follows:

THE UNIVERSITY OF ALABAMA MISSION STATEMENT

(Adopted by the Board of Trustees, February 6, 2004)

The University of Alabama, the State of Alabama's oldest public university, is a senior comprehensive doctoral level institution. The University was established by constitutional provision under statutory mandates and authorizations. Its mission is to advance the intellectual and social condition of the people of the state through quality programs of teaching, research, and service.

THE UNIVERSITY OF ALABAMA at BIRMINGHAM
MISSION STATEMENT

(Adopted by the Board of Trustees, February 6, 2004)

UAB is a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.

THE UNIVERSITY OF ALABAMA in HUNTSVILLE
MISSION STATEMENT

(Adopted by the Board of Trustees, April 28, 1994)

The University of Alabama in Huntsville (UAH) is an autonomous campus within The University of Alabama System dedicated to excellence in teaching, research, and service. UAH is a key participant in one of the nation's major international centers for advanced technological research and utilizes its position in this environment to provide unique opportunities and creative programs for students, faculty, and the community. UAH is committed to maintaining a diverse academic community of the highest quality, and to providing an environment that facilitates intellectual, cultural, personal, and professional growth. UAH fosters leadership, creative and critical thinking, clear communication, a respect for knowledge and the pursuit of truth, and an engagement in the challenge and pleasure of a lifetime of learning. UAH, through its graduates and its programs, contributes to economic advancement, health care, cultural enrichment, and the quality of life of the region, state, and nation.

Strategies Designed to Address the Statewide Goals

Since our November 2005 report, The University of Alabama System (UAS) has continued a period of expansion both in enrollment and budgets. To effectively manage this growth our goal is to be both transparent and accountable as we engage in data-driven decision making. We have also strived to synergistically combine or triumvirate of Teaching, Research, and Service with ACHE's Statewide Goals. We accomplish this through our metric set which consists of the System Executive Management Report and our University of Alabama System Performance Indicators. Five year goals were established for each of the three UA System campuses. The baseline data being used are for year 2003. To date, all three campuses continue to make good progress in reaching the five year goals. Our performance indicators address the following major aspects of our institutions: Undergraduate Education, Graduate Education, Research and Development Expenditures, Impact on the State, Community/Financial Support, and Campus Work Environments (see Attachment). Our Performance Indicators (PI) are inextricably linked to the Goals and their accompanying Objectives as described in the State Plan for Higher Education. For example:

Goal 1 – Access: Elevate the educational attainment levels of all citizens. The UAS actively monitors the demographics of students enrolled at its institutions. One PI, Enrollment, indicates that between fall 2003 and fall 2005 undergraduate enrollment increased by 2,295 students. This represents a 7% increase. This increase coupled with steady retention figures indicates a larger number of undergraduates attending UAS institutions and remaining resulting in a net increase over time. We also had a 3.6% increase in total bachelor's degrees awarded in

the same time period. The number of doctoral degrees awarded in mathematics, science, engineering, and health sciences increased nearly 18% since fall 2003. These high tech, high impact areas of study contribute greatly to our society and our State's economy. The System also developed a "system telecampus" (www.uasystem.net) that provides a simple, one-stop interface for in-State and out-of-State students to explore and enroll in courses and programs at any or all of our universities. Access, irrespective of geographical constraints, has been enhanced through this new resource.

Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities. The UAS actively seeks collaborative opportunities with all industry sectors. One example of this is our ongoing examination of engineering programs at UAS institutions. In addition to addressing 'pipeline' issues, we are stressing the importance of further determining the needs and demands for graduates of engineering programs and assessing the future direction that engineering education should take. Through another initiative, we have partnered with other engineering universities in the state and the Alabama Department of Education to work with high schools across the state to discuss enhancement of high school curriculums to encourage high school students to major in engineering. Engineering Academies are continually being discussed to address the issue of middle and high school pipelines to increase the number and quality of engineering majors. These initiatives have resulted in a meeting, scheduled to be held in November 2006, with members from the UA System, Auburn, AMSTEC, and high schools that have an engineering curriculum. Our goal is to ensure that Alabama's automotive and other high tech industries will have a highly qualified workforce as their businesses grow and mature. We have also continued to strengthen health care training for the entire State of Alabama through expansion and continuous modernization of our medical programs and support activities in Birmingham, Tuscaloosa, Bessemer, and Montgomery. Black Belt partnerships are underway and more are being developed to address opportunities in those communities. Collaboration with the Governor's Black Belt Commission is beginning to show some hopeful results. Internal cooperation between UAS institutions is excellent. The UAS has eight graduate level joint programs in areas like Educational Administration, Materials Engineering and Science, and Civil Engineering and a shared Ph.D. program in Computer Engineering. These joint and shared programs leverage talent and facilities to provide the highest quality possible more economically.

The UAS also continues to be a vital contributor to the State's economy. In 2005 the UAS had an economic impact of over \$4.6 billion dollars and impacted over 58,000 jobs.

Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality. Each campus in the UAS understands the importance of accountability to its constituents. As mentioned previously, the UAS Performance Indicators are serving as a long and short-range gauge of how our institutions perform. We also use our System Executive Management Report to monitor student, staff, and financial metrics. Each campus in the System recently completed accreditation reviews through the Southern Association of Colleges and Schools' Commission on Colleges (SACS). Each academic, research, and administrative unit in the System is also required to develop and administer regular assessments of quality and performance that are reported and used in unit and budget review processes. At the System level, there is a well formulated process for developing budget

planning assumptions and priorities that begins in March and ends with the adoption of institutional budgets at the September Annual Meeting of the Board of Trustees.

The UAS is one of only three groups consistently providing reports on student success between high-school and enrollment at our institutions as well as student success for two-year college transfers. Not only are these “feedback reports” useful to high school and two-year college administrators and faculty, but they also provide information that can, when combined with conversations with high school and two-year colleges officials, assist in identifying strengths and weaknesses in college courses and programs.

Other external indicators of quality include U.S. News & World Report ranking of graduate schools. At UAB for 2005 – 2006 the School of Nursing is ranked 19th. The School of Medicine is ranked 23rd, two spots higher than the previous ranking. Five medical specialties at UAB are ranked in the top 20 nationally by the magazine: AIDS, 4th (up one ranking); women’s health, 8th; internal medicine 18th (up one ranking); geriatrics, 19th; and pediatrics, 19th. The school’s primary care program was ranked 34th, up four spots. Two programs in the School of Health Professions are ranked; the master’s degree program in health services administration is ranked 10th, and the master’s program in physical therapy ranked 25th. The School of Engineering’s biomedical engineering program is ranked 40th. Doctoral programs in the biological sciences are in the top 50.

UA jumped 11 spots in the U.S. News & World Report to 39th as one of America’s Best Colleges. This marks UA’s sixth consecutive year in the top 50 public universities. UA’s fall 2006 freshman class includes 83 National Merit Scholars, a 15 percent increase over last year’s 72. UA ranked 13th in the nation among public universities in the enrollment of National Merit Scholars in 2005, and 31st among all universities. The ranking placed UA among the top 10 percent nationally. The total number of freshmen recognized as National Scholars, including National Achievement and National Hispanic Scholars, is 198 – up from 145 last year.

UAH celebrated 50 years of graduate education in April. More than 7,200 people have received master’s and doctoral degrees at UAH since the first all-Huntsville graduate degree (a M.S. in mathematics) was awarded in 1964. In March of this year the UAH Department of Education was granted accreditation for the next five years by the National Council for Accreditation of Teacher Education (NCATE) and continuing accreditation of all programs from the State Department of Education. In October 2005, the UAH Cooperative Education Program was granted accreditation by the Accreditation Council for Cooperative Education (ACCE) and is one of only thirteen universities in the nation that has earned this distinction. Also this year, UAH passed the \$50 million dollar mark in annual research funding in grants and contracts. In the combined areas of engineering, physical sciences, mathematics and computational science, and atmospheric science, we are the leaders in Alabama.

Goal 4 – Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region. Tuition and fees, state appropriations, externally funded grants and contracts, gains on investments through endowments, and gifts make up the foundation of resources to be managed to achieve the mission, goals, and objectives of the System. Rational and reasonable relationships among these income sources continue to be goals of the Board of Trustees. Careful thought and planning go into each decision regarding tuition increases and state appropriation requests. Each of these decisions is based on assumptions about the availability of other resources and on goals and expected outcomes that have been vetted within

the institutions and within the System administration. This year the UAS has over a three billion dollar total budget (includes the UAB Health Services Foundation and Southern Research Institute) and received a state appropriation of \$533 million dollars. This represents a significant increase from last year's 2.5 billion dollar budget and state appropriation of \$450 million.

Goal 5 – Workforce Development – Enhance economic prosperity by involving all segments of public education in Alabama's economic future. For quite some time now, The University of Alabama System has advocated for a P-16 agenda that would ensure adequate resources to move each Alabama citizen to a level of educational attainment that could move him/her into successful employment and a good quality of living. Each campus in the UAS is actively engaged in cooperative education programs with business and industry to provide our students with real-world experiences prior to graduation. New efforts through Community Outreach are emphasizing the expanded roles that universities play in economic development. New academic programs often emphasize the needs of employers and partnerships with them as a basis upon which to justify their creation. Our Performance Indicators also recognize the need for increased support for research activities that attract business and industry. Between 2003 and 2008 we anticipated a 17% increase in total research and development expenditures. Between 2003 and 2004, in one year, we experienced a 7% increase. Between 2003 and 2005 the rate of increase was nearly 16.5%. As you can see we have nearly met our 2008 goal three years earlier than predicted.

UAS institutions are also involved in a myriad of technology transfer arrangements whereas existing knowledge, facilities or capabilities developed with research and development funding are utilized to fulfill public and private needs. Those activities coupled with our business incubation facilities help support and produce businesses that are financially viable and free standing. Most academic departments also have established advisory boards. These boards are comprised of leaders in the workplace who ensure that our instructional efforts remain relevant to the business community and that our students have current knowledge and are ready for employment upon graduation.

Board Members**THE BOARD OF TRUSTEES OF THE UNIVERSITY OF ALABAMA**

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July 24, 2006

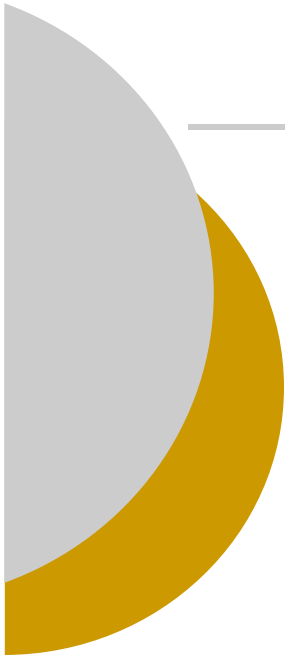
Attachment

University of Alabama System Performance Indicators

Undergraduate Education	Graduate & Professional Education	Research and Development Expenditures	Economic Impact on the State	Community/Financial Support	Work Environment
Average ACT - 1st time freshmen	% Black, non-Hispanic graduate enrollment	Federally Financed R&D Expenditures in Science and Engineering	*Economic Impact	#Total Private Gifts	% Full-Time Faculty with Terminal Degree
Average High School G.P.A. for Entering freshmen	% Other minority graduate enrollment (excluding Black, non-Hispanic and non-resident alien)	Total R&D Expenditures	*Jobs Impacted	Total Endowment Value	% of Black, non-Hispanic Administrators
Transfer Students from other in-state institutions	% non-resident alien graduate enrollment (International)			Total # of donors	% of Other minority (excluding Black, non-Hispanic) Administrators
Enrollment	First Professional Enrollment by area (Law, medicine, etc.)			Total # of members of National Alumni Association/Society	% Full-time Tenured and Tenure Track Faculty that are Black, non-Hispanic
Retention Rate	*Graduate degrees awarded			*# of endowed chairs	% Full-time Tenured and Tenure Track Faculty that are other minority (excluding Black, non-Hispanic)
% Black, non-Hispanic	1st Professional degrees awarded			*# of endowed professorships	*% of Female Administrators
% Other minority (excluding Black, non-Hispanic)	Average GMAT/GRE/MAT scores of enrolled graduate students			*# of endowed scholarships	*% Full-time Tenured and Tenure Track Faculty that are Female
Graduation Rate	Average MCAT, DAT, LSAT, OAT scores of enrolled 1st professional students				Faculty salary parity

Undergraduate Education	Graduate & Professional Education
*Total baccalaureate degrees awarded	Passage rates on selected licensure exams Accounting Dentistry Law Medicine Optometry
*Credit hour production	
Passage rates on selected licensure exams Accounting Teacher Education Engineering Nursing	
	*% of total enrollment that are grad students (graduate & 1st professional)
	# of doctoral degrees awarded in mathematics/science/engineering/health sciences
*# and % of out-of-state entering freshmen	*Credit hour production
*# and % of residential students	
*# of Nationally Recognized Scholarships	
*# of National Merit/Achievement/Hispanic Scholars	

*Goal will not be established for this item. Reporting will be for information only.



University of Montevallo



Annual Report on Addressing Goals in the

***State Plan for Alabama Higher Education
2003-04 to 2008-09***

Presented to the Alabama Commission on Higher Education

by

The University of Montevallo Board of Trustees



November 3, 2006

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Introduction: Montevallo's Mission

The University of Montevallo's legislatively-mandated and unique mission is as follows:
"To provide to students from throughout the state an affordable, geographically accessible, 'small college' public higher educational experience of high quality, with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and sciences, designed for their intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship." Montevallo is justifiably proud of its mission that permeates all of the University's activities and initiatives.

The University of Montevallo's Board of Trustees is pleased to present this report and provide a broad overview of the relationships between the University's unique mission and scope of operations in programs, research, and public service to the five goals of the *State Plan for Alabama Higher Education 2003-04 to 2008-09*. The report is organized by each of the State goals and encompasses accomplishments achieved during the 2005-2006 academic year.

State Goal 1 - Access: Elevate the educational attainment levels of all citizens.

The primary mission of the University of Montevallo is to provide an affordable, high quality liberal arts education to Alabama citizens. To that end, approximately 97% of Montevallo students are Alabama residents and all students participate in the University's rigorous general education curriculum. A key indicator of Montevallo's success is its freshman retention (approximately 71%) that compares very well with public liberal arts institutions across the country. Also of significance, and underscoring accessibility, is *U.S. News and World Report's* ranking of Montevallo as having the least student debt (only 38% of UM graduates have debt) among all Alabama colleges and universities (and the sixth lowest debt nationally among master's universities), *U.S. News'* selection of Montevallo as a "Best Buy," and Montevallo's designation as a "College of Distinction."

To aid student success, the Office of Student Support Services assists first generation, low-income students and students with disabilities in order to improve retention and persistence to graduation. The University has also been chosen by the U.S. Department of Education to participate in the Ronald E. McNair Post-baccalaureate Achievement Program which provides preparation for completion of doctoral programs for first generation students from minority groups traditionally underrepresented in graduate degree programs. Similarly, the University participates in the U.S. Department of Education's Upward Bound Program that provides to disadvantaged high school students the academic skills, counseling, tutoring, cultural enrichment, and career mentoring necessary to successfully enter and complete college. Additionally, Montevallo's Minority Teacher Scholarship Program provides tuition assistance for minority students to earn degrees in teaching.

The University works closely with several of the State's two-year colleges--most notably Jefferson State Community College due to its geographic proximity--and aggressively supports the

requirements of the statewide articulation agreement to ensure ease of access for transfer students. Montevallo enrolls approximately 300 new transfer students each year.

Montevallo serves the community by offering a variety of continuing education classes and facilitates educational programs for a variety of groups and individuals. The Alabama Traffic Safety Center provides safety programming including defensive driving courses as well as beginner and experienced motorcycle rider courses. The Regional Inservice Center provides extensive opportunities for professional development for K-12 teachers through a number of programs such as the Alabama Reading Initiative, Science In Motion, Technology in Motion, and the Alabama Math, Science, and Technology Initiative as well as through collaborative professional development offered in partnership with local school districts. The University's Carmichael Library and Malone Curriculum Center are open to the public and offer broad access to electronic information as well as children's and adult literature and professional and academic holdings. Montevallo's annual Literary Festival offers opportunities for faculty, students, and community members to participate in this popular cultural event. Montevallo's music faculty provided a music education program to first and fifth grade students in Hale County schools that previously had no music programs. The University continues to plan for partnership opportunities with Black Belt school systems regarding access to the University's Teacher Leader program. UM faculty are involved in the SUPER teacher development program sponsored by the Alabama Humanities Foundation.

While distance education is clearly not a part of Montevallo's mission, the College of Education's Science in Motion and Technology in Motion programs travel to K-12 schools to provide K-12 teachers with equipment, discipline training, and preparation support needed to run effective secondary science laboratory programs.

State Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

Montevallo actively promotes participation in a variety of public and private partnerships designed to enhance educational opportunities and address problems both regionally and at the statewide level. A particular success is the University's George C. Wallace Speech and Hearing Center that offers free or low cost diagnostic and therapy services to children and adults who may be experiencing a variety of communication and learning disorders. School-age children are able to participate in after school programs that allow them to receive individualized treatment while concurrently participating in regular academic programs in public or private schools. UM's Communication Science and Disorders program is collaborating with UAB on a grant to improve language and literacy levels of at risk children in Bessemer, Alabama. UM also collaborates on several projects with the Autism Society of Alabama to facilitate early identification and treatment.

The University works closely with local governments, area Chambers of Commerce, and the Shelby County Planning and Development Office to develop and support economic development projects in Shelby County. The Michael E. Stephens College of Business works closely with a wide-range of business and government leaders to ensure that the College's curricula and learning outcomes are aligned with the needs of the Alabama business community; and, the College's internship program reflects ongoing cooperation with businesses. Montevallo is the driving force behind the Leadership Shelby County program that provides emerging Shelby County leaders with skills necessary for effectively addressing economic and community development challenges.

Montevallo is a member of the Birmingham Area Consortium for Higher Education (BACHE) which facilitates course exchanges, cultural programming, and academic programming

among Samford University, Miles College, Birmingham Southern College, the University of Alabama at Birmingham, and Montevallo. The University is also a member of the Marine Environmental Sciences Consortium, a public, non-profit corporation comprised of 22 public and private Alabama colleges and universities dedicated to improving marine education, research, and service to the State. The University's membership in the Network of Alabama Academic Libraries (NAAL) has led to partnerships with K-12 libraries, public libraries, and other college and university libraries throughout the State. Through its Collaborative Efforts with Public Schools Program, Montevallo annually enhances writing skills of K-12 students via the Write Through the Middle Program (6-8) and the Write Connection Program (9-12). These programs bring together students, their teachers, and noted authors of children's and adolescent literature. UM has partnered with Gadsden State Community College on a FIPSE grant to support foreign language instruction. UM supports dual enrollment in collaboration with the Shelby and Bibb County school systems.

The University's social work program has a long history of addressing social problems in the State. In addition to sponsoring an annual Advocacy Day where participants learn about social problems related to children's issues, Constitution reform, legislation, and the like, that program regularly partners with social service agencies through its practicum and volunteer programs. Similarly, the Student Government Association conducts voter registration campaigns and at least two or more blood drives each year. Many student organizations annually sponsor educational programs on social issues such as alcohol & drug awareness, sexual assault, Black History, time management, personal finance, self-defense, and AIDS.

Montevallo is extensively involved in outreach to local K-12 schools. These include collaboration with schools in Shelby, Bibb, Chilton, and Talladega Counties and the cities of Hoover and Sylacauga. This collaboration includes the use of schools for professional lab experiences and internships as well as support for ongoing programs in the schools. Montevallo's faculty works closely with the local schools to develop ways to integrate technology into instruction. The University also annually welcomes approximately 1,300 K-12 students to campus for workshops designed to enhance an early appreciation for literature and to enhance creative writing skills. Additionally, the University's College of Fine Arts offers a significant number of cultural and educational programs, exhibits, and performances at little or no cost both on-campus and in local K-12 schools. The University sponsors annual Health Fairs and health prevention care programs providing flu, pneumonia, and tetanus inoculations.

State Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Quality is the hallmark of a Montevallo education. The State of Alabama is fortunate to be one of only twenty-three states that has recognized the importance of traditional liberal arts studies by designating one institution to specialize in those disciplines. Montevallo has embraced this charge and is recognized nationally as a leading liberal arts university as evidenced by membership in the prestigious Council of Public Liberal Arts Colleges (COPLAC). Without a doubt, there is demonstrable value, both intellectual and economic, in the development of critical thinking abilities, comprehension, and communication skills. Montevallo regularly excels in these vital areas as evidenced by its Tier 1 ranking this year by *U.S. News and World Report* and its continuing distinction of being the highest-ranked public master's-level university in Alabama.

Guided by an unwavering focus on its unique mission, Montevallo places greater emphasis on the *quality* of academic programs and students than on the *quantity* of degree programs offered or the number of students enrolled. Montevallo does not equate success with growth, but rather with how well it fulfills its mission to offer high quality, affordable degree programs in an affordable,

small college setting. Montevallo is selective in the recruitment of its student body. Approximately one in four Montevallo freshmen was a high school valedictorian or salutatorian or had a high school grade point average of 4.0; moreover, the average high school grade point average for Montevallo's entering freshmen is approximately 3.29. The average ACT score for entering freshman at Montevallo has increased steadily and is currently 22.0--well above national and state averages. Montevallo's most recent freshman retention rate (approximately 71%) is evidence of a high-quality student body and a dedicated faculty. UM's Vacca Eminent Scholars program brings outstanding scholars from around the world to campus to enhance instruction.

The University of Montevallo is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors' and masters' degrees. Additionally, the University is committed to attaining and maintaining national accreditation in its academic programs when such recognition is available and appropriate. The University of Montevallo and its programs have been accredited or approved by the following organizations: the Association to Advance Collegiate Schools of Business, the International Association for Management Education, the American Dietetics Association, the American Speech-Language-Hearing Association, the Association of Family and Consumer Sciences, the Council for the Accreditation of Counseling & Related Educational Programs, the Council for the Education of the Deaf, the Council on Social Work Education, the Department of Education of Alabama, the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the National Association for the Education of Young Children. The American Chemical Society will conduct a site visit during 2006-2007 as a prelude to ACS certification.

Montevallo's quality is further enhanced by having significant numbers of students actively engaged in research, scholarship, and creative activities with faculty mentors through an extensive Undergraduate Research program. The aim of this program is to involve students in their own learning, to develop teamwork and pride, to enhance interdisciplinary learning, and to share in the exhilaration of discovery. These students regularly present their works at the annual meetings of the National Conference on Undergraduate Research.

Montevallo's campus-wide assessment program measures progress toward educational goals, promotes improvements in teaching and learning, evaluates the accomplishment of educational and administrative goals, and facilitates continuing review of institutional effectiveness. Students participate in a variety of evaluative activities, beginning during the freshman year and continuing beyond graduation. An "information literacy" assessment recently concluded its second year; likewise, the University's general education core curriculum has been reviewed and a process for embedded assessment of each course is in effect. Students may be required to take nationally and locally developed tests and surveys, contribute to portfolios, share ideas in focus groups, respond to interviews, or participate in other ways to improve the education and services provided by the University. Assessments of other aspects of institutional effectiveness are regularly conducted.

State Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

The University of Montevallo constantly strives to be productive and accountable to its mission, its students, and the people of Alabama. Over the last decade, Montevallo has combined or eliminated forty-seven academic programs allowing the University to focus on its current thirty-seven degree programs. Montevallo regularly seeks ways to be more administratively efficient. For

example, the University has no assistant or associate deans, assistant or associate vice presidents, or assistant or associate athletic director positions. The University has offered retirement incentive programs on two occasions thereby helping keep the number of full-time faculty positions constant while reducing salary expenses.

In order to be a good steward of State resources, Montevallo implemented aggressive energy and water conservation projects, reduced the number of vehicles in the motor pool, refinanced debt, and eliminated 60 university positions by outsourcing grounds, housekeeping, computer services, food service, bookstore, garbage collection, pest control, and elevator and telephone maintenance.

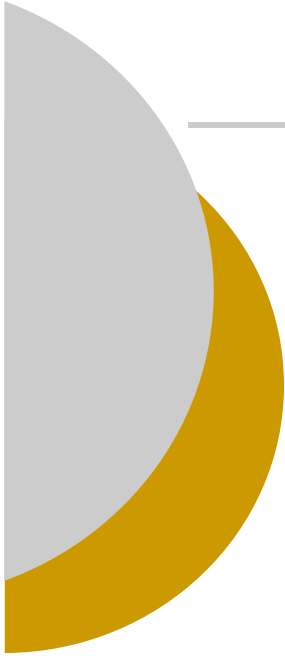
Through its Academic Programs Initiatives, Montevallo encourages participation in programs such as a Speakers Bureau, Museum on Main Street, and grant-writing projects that include cultural and educational events across the state. These efforts include lobbying both in Montgomery and Washington for sustained funding to support these programs.

The President and his Special Assistant, serving as the University's Legislative Liaison, have worked closely with colleagues from Alabama's fifteen public universities for stable funding of the State's public universities. The University is an institutional member of the Higher Education Partnership and encourages individual membership among its faculty, staff, students, alumni and friends to promote strength and unity within the public universities' grass roots advocacy organization. Over 100 Montevallo employees are individual members of the Higher Education Partnership, making UM's membership among the highest proportionately compared to other public institutions. Similarly, the UM Faculty Senate and the UM Student Government Association are also members of the Partnership. The University is also an active participant in the development of the Alabama Commission on Higher Education's Unified Budget Request and annually works for adoption of the UBR.

Montevallo has adopted an aggressive strategy for securing Congressional appropriations for special projects and has been rewarded most recently with approximately \$840,000 in Congressionally directed grants for its Teacher-Leader Program and facility renovations. Currently, the University has research, equipment, and building project requests in excess of \$3 million before its Congressional delegation.

State Goal 5 – Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

Economic development is a by-product of the higher education enterprise. The University of Montevallo's core educational and business values are teaching, research, and service. The University's annual financial impact on the state's economy is approximately \$70 million in addition to the indirect economic impacts of approximately 24,000 living Montevallo alumni. Montevallo's legislatively-mandated mission (to provide an affordable, small college experience rooted in the liberal arts and sciences) provides limited opportunities for external displays of direct economic impact other than the remarkable success of the University's graduates in a diverse array of disciplines. Montevallo was the first university in Alabama to guarantee the quality of its College of Education graduates. Graduates of UM's Stephens College of Business are serving as leaders in corporations such as AmSouth, Casualty and Surety Inc., Central State Bank, Alagasco, PriceWaterhouse, American Cast Iron Pipe, and Regions Bank. These UM alumni are hiring, training, and motivating Alabamians to become a world-class workforce. Furthermore, UM alumni are helping create economic growth for Alabama through contributions in the creative arts, humanities, and sciences. Montevallo graduates are, without question, well prepared to join the workforce and to lead organizations.



University of North Alabama



University of North Alabama

**2005-06 Board of Trustees Report on
Implementation of the
*State Plan for Higher Education 2003-04 to 2008-09***

**Prepared for
Alabama Commission on Higher Education**

Submitted December 1, 2006

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STATEMENT OF PURPOSE, ROLE, AND GOALS

The University of North Alabama is a comprehensive regional state university, offering undergraduate and graduate degrees, and serving the educational needs of students through all appropriate means of delivery. This stalwart university shares the broad purpose of all institutions of higher learning for the discovery, preservation, and transmission of knowledge through teaching, research, and public service. Within this broad purpose the University recognizes an obligation of service to the people and the needs of the state and the region. Toward the fulfillment of its purpose and role the University seeks to provide:

- a quality foundation of common knowledge, skills, and insights based on general studies to meet the students' needs for academic advancement, vocational attainment, responsible citizenship, and personal fulfillment;
- a broad range of high quality academic programs to prepare students to succeed in general, professional, preprofessional, and career fields founded in the arts and sciences, business, education, and nursing and allied health;
- a university environment which serves as a source of pride, which supports and complements academic preparation, and which extends the students' opportunities for intellectual, personal, ethical, and social development;
- an intellectual climate which promotes critical and independent thinking, and a free and open exchange of ideas;
- emphasis on and support for a high standard of excellence in teaching;
- aesthetic and cultural enrichment and activities for the surrounding community;
- support to individual and institutional basic and applied research which are integral to effective teaching and learning as well as to the University's fulfillment of its obligations for the general expansion of knowledge and for the economic development of the region and the state;
- extended access to the University's public service resources and programs in the interests of occupational advancement, personal enrichment, and community needs; and
- worldwide access to high quality distance learning opportunities.

The University goals flow from and complement the Statement of Purpose and Role. These measurable goals are as follows:

- to offer general education programs which will provide students with a broad foundation of common knowledge, basic skills, and cultural insight;
- to graduate students who are competitive in their major fields and who demonstrate mastery of their subject areas;
- to provide library/informational resources and other support functions which include the technologies, materials, facilities, and services needed for quality teaching, research, and public service;
- to recruit and retain a diverse student population that indicates admission without regard to age, color, disability, national origin, race, creed, sex, or religion;

- to maintain an administrative system, including university advancement, which will support the attainment of institutional goals through effective management;
- to provide student oriented programs, activities, and services that complement academic preparation and extend student opportunities;
- to provide a campus environment that serves as a source of pride and supports and complements the concept of a university community;
- to provide an intellectual climate which promotes critical and independent thinking, innovative programs, and a free and open exchange of ideas;
- to recruit and retain a diverse and a highly qualified faculty who demonstrate excellence in teaching, in scholarly activities, and in public service;
- to recruit and retain faculty and staff without regard to age, color, disability, national origin, race, creed, sex, or religion;
- to extend access to university programs which will maintain a positive university-community relationship;
- to provide university research and public service support for economic development which enhances the region and the state; and
- to offer high quality distance learning opportunities with world-wide access.

HISTORY AND LOCATION

The University occupies the beautiful campus of over 130 acres in a residential section of Florence, Alabama. Florence is located just north of the Tennessee River and is the largest city in a four-city area that includes Tuscumbia, Sheffield, and Muscle Shoals. It serves as the educational and cultural hub for a tri-state region encompassing northwest Alabama, south central Tennessee, and northeast Mississippi. The entire metropolitan area has a combined population of approximately 140,000 people. The University of North Alabama, established in 1830 as LaGrange College, became in 1872 the first state-supported teachers' college south of the Ohio River and one of the first coed colleges in the nation. The University of North Alabama has developed into a comprehensive regional university providing quality educational opportunities for students, with majors in four colleges—arts and sciences, business, education, and nursing and allied health.

Graduate studies were introduced in 1957 with the establishment of master's degree programs in education, and have been characterized by continued expansion: a sixth-year program in education (1971), a master of business administration degree program (1975), a master of science in criminal justice degree program (1994), and a master of arts in English degree program (1999).

ORGANIZATION

The governing control of the University is vested in a Board of Trustees established by action of the State Legislature (HB 650, Act No. 773, September 9, 1967, Section 316-51-1, et seq. Code of Alabama). The board is composed of the Governor as president ex officio, the State Superintendent of Education as a member ex officio, and nine members—six from within the area comprising the Fourth and Fifth Congressional Districts and three from the state at large—

appointed by the Governor by and with the advice and consent of the State Senate. The chief administrative officer of the University is the President. The President is assisted and advised by an administrative staff, by members of the faculty and faculty agencies such as the Faculty Senate, Staff Council, Graduate Council, and by various university committees. Each college of the University is administered by a dean, and each department by a chair.

BOARD OF TRUSTEES FOR THE UNIVERSITY OF NORTH ALABAMA

Mr. David B. Abramson

29310 County Road 14
Florence, AL 35633
Appointed April 11, 2000
Term expires September 9, 2007

Dr. Allen Long

220 Cypress Forest Drive
Florence, AL 35633
Appointed September 28, 1995
Term expires September 9, 2007

Mr. Billy Don Anderson

126 Clear View Drive
Sheffield, AL 35660
Appointed April 3, 2000
Term expires April 3, 2012

Mr. Marc McCreary

1115 Wills Avenue
Florence, AL 35630
Appointed September 28, 1995
Term expires September 9, 2007

Mrs. Lisa G. Ceci

1319 Toney Drive SE
Huntsville, AL 35803
Appointed December 29, 2004
Term expires September 9, 2015

Mr. Steven F. Pierce

P. O. Box 2849
Florence, AL 35630
Appointed April 3, 2000
Term expires April 3, 2012

Mr. John B. Cole

142 N. Sequoia Blvd.
Florence, AL 35630
Appointed September 19, 2003
Term expires September 9, 2015

Mr. Harvey F. Robbins

Robbins Property Development
100-B South Main Street
Tuscumbia, AL 35674
Appointed September 19, 2003
Term expires September 9, 2015

Mr. Ronnie G. Flipppo

400 Marian Way
Florence, AL 35634
Appointed April 3, 2000
Term expires April 3, 2012

STRATEGIES FOR ADDRESSING STATEWIDE GOALS

The University of North Alabama embraces fully the State Plan for Alabama Higher Education 2003-04 to 2008-09 and appreciates deeply the opportunity it was provided to help shape its contents. Further, the University recognizes the overall leadership contributed by the Commission for the creation of this well-considered Plan that provides a compass for plotting the

overall course of higher education in the State for the next five (5) years. Consistent with this Plan, the University is engaged in a number of actions that address, both directly and indirectly, the Plan's overarching purpose, underlying assumptions, and supporting goals and objectives. In the ensuing, the University is providing a brief summary of actions in which it is engaged addressing sequentially each of the five (5) goals in the report.

- ***Goal 1 – Access: Elevate the educational attainment of all citizens.***

The University of North Alabama has a long and distinguished history of providing access to a quality education at an affordable price. In this regard, the University keeps tuition and fees charged to its students at the lowest possible level in association with legislative appropriations that support offering an excellent academic program and living/learning environment needed for a complete university experience. Student financial assistance is offered to all students who attend the University, and approximately 66% of these students are on some form of financial assistance, including grants, loans, scholarships, and work-study (often in combination). Scholarship support provided by the University and the University of North Alabama Foundation has increased intentionally and significantly during the past fifteen years. One of the highest priorities at the University is to develop additional scholarship support through philanthropic contributions from individuals, corporations, and other sources. Since nearly all scholarships offered by the University are renewable upon satisfactory performance by recipients, these scholarships have a positive impact upon both student recruiting and student retention through graduation.

In addition to supporting actively the Statewide Transfer and Articulation Reporting System (STARS), the University has forged and executed a number of institution-wide and academic program specific articulation agreements with other institutions of higher education in order to encourage the seamless transfer of courses in an efficient and effective manner. Among other things, the University has a vibrant Early Scholars Program, Senior Scholars Program, and is an active supporter of the Service Members Opportunity College (SOC) and the Defense Activity for Nontraditional Education Support (DANTES). The University recognizes the General Education Department (GED) certificate and offers advanced standing credit through the College Entrance Examination Board (CEEB) College Level Examination Program (CLEP). It sponsors a Presidential Mentors Academy to help minority students succeed and thrive at UNA. Further, the University encourages lifelong learning through the Institute for Learning in Retirement (ILR). An academic honors program helps the University to recruit and retain, more extensively and effectively, academically gifted and talented students. Recently, the University established learning communities to encourage students to grow and develop more effectively, persist to graduation at higher levels, and establish enduring bonds with members of the learning community.

For many years, UNA has been engaged in providing academic courses and programs via distance learning. Among other things, the College of Business at the University was a pioneer in being one of the first universities in the south to offer the Master of Business Administration (MBA) in China via distance learning technology. Further, the College of Nursing and Allied Health offers a baccalaureate degree (via distance learning) in nursing for nurses who already possess an associate degree or diploma in nursing. Recently, the College

of Nursing and Allied Health obtained permission from the Alabama Commission on Higher Education (ACHE) to offer an online Master of Science in Nursing degree with concentrations in Nursing Administration and Nursing Education.

Finally, the University is engaged in a campus-wide initiative to enhance student retention through graduation. This initiative follows a considerable amount of dialogue and planning to improve student recruiting and retention. One of the outcomes of this was to retain STAMATS to conduct a study of student retention matters and related town/goal relationships with an associated set of suggestions and recommendations to follow. Currently, UNA and selected members of the surrounding community are engaged in translating the report from STAMATS into a series of action items for which their implementation will become a high and pressing priority of the University.

- ***Goal 2 – Cooperation: Offer relevant education programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.***

Since its inception, the University has been engaged in providing an appropriate array of academic courses and programs to prepare well its graduates to meet with the challenges of society and for advanced graduate and professional studies. With its origins as a Normal School, the University is a leader in preparing highly qualified teachers in the State, region, and nation. Complementing its College of Education, the University offers academic courses in its colleges of Arts and Sciences, Business, and Nursing and Allied Health.

Academic courses and programs provided by the University are complemented by a wide array of non-academic credit classes and programs offered under the auspices of Continuing Studies and Outreach Units (CEUs) or other professional education (e.g., CPA) units that provide objective evidence of attendance and attainment of knowledge, skills, and abilities (which may be needed to obtain or maintain professional certificate or licensure). Relatedly, UNA's Institute for Learning in Retirement (ILR) provides an organization and supporting community to help meet the needs and interests of senior citizens for continuing education, cultural enrichment, educational travel, and for other worthy activities.

In order to meet, in part, its Statement of Purpose, Role, and Goals, the University has forged many partnerships with businesses, government, non-profit entities, K-12, and other colleges and universities. Among other things, the University hosts and staffs the Small Business Development Center (SBDC) which provides assistance to small businesses or to individuals planning to start a small business. Faculty, staff, and administrators at the University support fully the Shoals Chamber of Commerce, Shoals Entrepreneurial Center, Shoals Economic Development Center, and other organizations and initiatives designed to foster economic development.

Among its various partnership activities, the University has a positive working relationship with Northwest Shoals Community College. In partnership with the State Department of Education, the University provides leadership for a wide array of in-service training and education for the K-12 sector including, but not limited to, the Alabama, Math,

Science, and Technology Initiative (AMSTI) and Alabama Science in Motion. The University supports actively a local health care clinic that provides access to quality health care for individuals and families who would not otherwise have access to such care. In collaboration with the Alabama Department of Youth Services (DYS), the University, via its Department of Social Work, operates a custodial home for teenage adjudicated females in order to help these young ladies develop the necessary knowledge, skills, abilities, and self-discipline to overcome past problems and to become productive citizens. In conjunction with Point Clear Holdings (PCH) and the Retirement System of Alabama (RSA), the University is providing students prepared in hospitality management to various RSA properties managed by PCH for internships and to fill associated employment vacancies upon their graduation from UNA. Finally, the University is working actively with the law enforcement community to become a regional law enforcement training center with the goal of providing excellent law enforcement training at the lowest possible price.

- ***Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.***

Accountability is deeply ingrained in and infused throughout the University of North Alabama. Established by statute and operating in strict accordance with the public trust, the University subscribes to and embraces fully the central and critical importance of accountability. Ensuring high levels of accountability for the precious resources invested in the University of North Alabama (by the Legislature through its annual appropriation and otherwise, payment of tuition and fees by students, earnings from institutional investments, and other sources) has been and continues to be a cornerstone in the operation of the University. To make certain that the University of North Alabama is providing the best quality and value for the students that it services, the University has taken positive actions to ensure that it has sought, obtained, and maintained accreditation by nationally recognized and federally approved accrediting organizations that exist and function as external independent entities. All of these accrediting bodies apply rigorous objective standards to assess whether the University and its various academic programs are fully accountable and operating in a manner consistent with the accepted practices in the field. These accrediting bodies hold national approval by the National Advisory Committee on Institutional Quality and Integrity (NACIQI), and all employ a carefully considered set of measurable objective criteria by which the accreditation decision is made.

In association with accreditation obligations and otherwise as prudent actions, the academic community and all other aspects of the University are engaged regularly in assessment, evaluation, and other related processes from which information is gleaned and used for continuous quality improvement. Among other things, all cost center heads (i.e., individuals with budgetary authority and responsibility) at the University are required to submit annual progress reports with clearly stated measurable objectives to institutional goals, actions taken to achieve these objectives, an assessment of achievement for all objectives, and plans for overcoming any deficiencies noted. These reports are routed through the organizational hierarchy and are summarized by the President of the University or by the appropriate vice president, both in writing and orally, at the annual Board of Trustees meeting in June of each year. Through this process of assessment, evaluation, and

informed decision-making, the University expects to and has identified strong programs, functions, and services for positive recognition. In addition, the University has identified programs, functions, and services requiring refinement, with resulting improvement or elimination. Consequently, the benefits of planning and evaluation result in better and more informed decisions that lead to optimal use of limited resources and continued improvement of quality and accountability in all aspects of the University.

Recognizing the value of seeking meaningful information from employees and alumni, the University has a number of active advisory groups for its academic programs. For example, both the College of Business and the College of Education have advisory councils. In order to improve student advising for academic and other purposes, the University recently created the Center for Academic Advising and Retention Services. Further, to provide undergraduate students and faculty with additional objective information as to the fundamental core preparation of undergraduate students, the University has instituted the Collegiate Assessment of Academic Proficiency (CAAP) examination. Results of the CAAP examination are considered as part of the continuous quality improvement of the academic programs at the University.

It is the policy of the University of North Alabama to adhere fully to the letter and spirit of all laws and to afford equal opportunities for employment to qualified persons regardless of age, color, creed, disability, national origin, race, religion, and sex. The University has a longstanding tradition of providing appropriate public notice of all vacant positions; ensuring that there are valid, reliable, and contemporary job descriptions for all positions; utilizing fair and equitable search and screening protocols (including verification of educational attainment, previous employment history, credit worthiness, and criminal background); and hiring, training, and retaining the most suitable employees. All new employees receive a formal orientation and periodic training as warranted and appropriate. Full-time faculty are evaluated regularly and anonymously by their students. The results from these evaluations are shared with the faculty members and their respective supervisory chains and are considered in tenure and promotion decisions. Relatedly, all full-time staff employees undergo performance evaluations during a defined probationary period. Thereafter, all staff employees are evaluated formally on an annual basis by their respective supervisors (via a standardized instrument) approved by the University. Such evaluations are used to reinforce positive and superior performance by staff employees; to identify and offer suggestions for areas of performance in need of improvement; and to make informed decisions as to continuation of employment, promotion/demotion, and other similar personnel actions.

Recognizing that human resources are an extremely precious resource, the University strives, within its budgetary capacity, to provide ongoing professional development and training opportunities for all of its full-time faculty, staff, and administrators. In this regard, all full-time employees may take up to two (2) academic courses per semester at the University without paying any tuition. Moreover, the University provides other developmental opportunities for faculty to attend conferences, workshops, symposia, and other related scholarly activities. Last year, a special budgetary appropriation for faculty development was initiated and approved by the President, and this appropriation now is a recurring budgetary line item.

- ***Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.***

The University of North Alabama is a stalwart proponent of the importance and value of providing opportunities for Alabama citizens to obtain a quality education at an affordable price in a caring and supportive environment. In association with this goal, the University advocated, in a collaborative fashion, with a variety of entities and individuals (e.g., elected and appointed officials, other institutions of higher education, the Higher Education Partnership, the Alabama Commission on Higher Education, and the Alabama Council of Colleges and University Presidents) the attainment of more stable and abundant funding for higher education through aggressive support for tax reform and otherwise. Although tax reform to benefit higher education has not occurred in the State, legislature appropriations from the Education Trust Fund have increased, and support for the Unified Budget Request (developed by ACHE) has received full endorsement by the educational community.

Despite the growing backlog of deferred maintenance and an established need for new construction, the State has been unable to provide any reasonable amount of capital bond funding to the University for a number of years. In the absence of this capital bond funding, the University has had to produce additional revenue through increased tuition and fees (so that it can set aside funds for building repairs and renovations that should be provided by the State through capital bond funding). Also, the University has been compelled to take on debt to address pressing capital needs, which adds to the tuition and fee burdens of its students. Hopefully, ACHE will take a strong advocacy position for a State supported capital bond initiative to address statewide deferred maintenance and new construction at all public institutions of higher education in the State.

Finally, the University has increased its efforts to attract additional levels of philanthropic support to provide a level of excellence not otherwise possible with funds provided through legislative appropriations and tuition and fees. Scholarship support, both immediate use and endowment, is a very high fundraising priority for the University as it helps with both student recruiting and student retention through graduation. Also, the University seeks actively funds for eminent scholar chairs, professorships, library acquisitions, capital construction, and for other worthy purposes.

- ***Goal 5 – Workforce Development: Economic prosperity involving all segments of public education in Alabama’s future.***

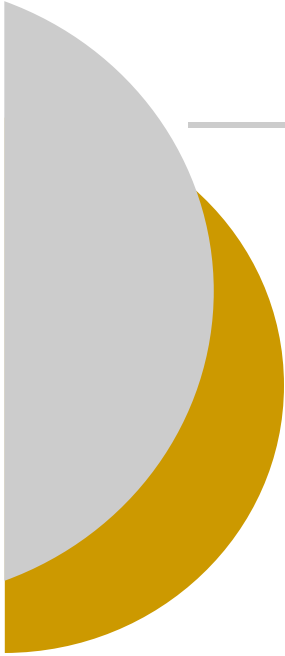
Preparing its students well to meet the challenges and rigors of a highly competitive global marketplace is an important aim of the University. This aim is achieved, in part, by offering a wide array of academic offerings (both on and off campus) through traditional and non-traditional means. Additionally, this aim is attained through non-academic offerings provided via the Office of Continuing Studies and Outreach. Since the contemporary labor force must be better educated (broadly) and more technologically competent (more narrowly) than previous generations and this trend is likely to continue, the University strives to provide educational experiences that accomplish these two-fold purposes.

Recognizing that a substantial segment of the student body of the University must work either full-time or part-time, the University offers a considerable number of academic courses and portions of academic programs during the evening hours and a more limited number of courses on weekends and inter-sessions. It also provides selected academic courses and programs, via distance learning, and offers assistance to businesses by providing workplace training and education that allows employees to receive necessary and otherwise beneficial training and education (either at or proximate to business locations).

In response to adverse financial conditions resulting in a temporary or permanent loss of jobs in the greater north Alabama region, the University has reached out to employers and employees so affected. Among other things, the University has provided assistance with worker training and education as well as helping those who are losing or who have lost their employment. Additionally, the University has provided tuition scholarships and other assistance for dislocated workers to help them gain access to educational opportunities without enduring further economic hardships. Further, UNA has provided assistance to families of individuals who have been called to support their country on active military duty. Finally, the Office of Career Services has offered assistance to dislocated workers in helping them to prepare job applications and supporting materials as well as offering guidance to them with interview techniques and related matters.

SUMMARY AND CONCLUSION

Unquestionably, the State Plan for Higher Education 2003-04 to 2008-09 produced by the Alabama Commission on Higher Education, with substantial consultation with and inputs from business and educational communities in the State provides a heuristic for guiding individual and collective actions, that is supported fully by the University of North Alabama. This Plan is consistent with and complementary to the official Statement of Purpose, Role, and Goals of the University (as presented earlier in this document). Accordingly, the University is engaged actively in achieving the goals and objectives of this Plan, and will continue to do so. Finally, the University appreciates the opportunity to have been involved in shaping this Plan and in being invited to offer this report, both in writing and orally.



University of South Alabama



**UNIVERSITY OF SOUTH ALABAMA BOARD OF TRUSTEES
THIRD ANNUAL REPORT TO
THE ALABAMA COMMISSION ON HIGHER EDUCATION
STATE PLAN FOR ALABAMA HIGHER EDUCATION, 2003-04 through 2008-09**

Goal 1 - Access: Elevate the educational attainment levels of all citizens.

The University of South Alabama is committed to elevating the educational attainment levels of all citizens. With more than 57,000 degrees awarded - including more than 1,800 Doctor of Medicine degrees - USA is the primary provider of baccalaureate, graduate, and professional education in southern Alabama and the upper Gulf Coast. The University awards more than 2,100 degrees a year, with most of these graduates remaining in the Mobile area, serving in the fields of education, health care, engineering, science, computer technology, business, visual and performing arts, humanities, and other disciplines.

For the academic year 2005-2006, USA awarded the following degrees: Bachelor's – 1,502; Master's – 697; Ph.D. – 15; M.D. – 60; Total – 2,274.

USA, with a fall 2005 enrollment of 13,328 students, has grown by 17 percent over the past five years, compared to the statewide average university growth of 7 percent. African-American student enrollment has increased from 14.2 percent of the student body in fall 1999 to 16.8 percent in fall 2005. These gains are the result of aggressive recruitment efforts, significant growth in scholarship programs, and greater community awareness of the quality and scope of USA's academic programs.

USA serves a large number of adult and non-traditional students, particularly through the academic programs of its School of Continuing Education and Special Programs. Opportunities for access are also facilitated through articulation agreements with 22 two-year institutions, ensuring transferability of educational achievements. Additional opportunities for access are provided through distance learning. More than 100 courses are offered in an online distance learning format. The following academic programs can be completed entirely online: M.Ed. and Class A Certification in Educational Administration; M.S. in Instructional Design and Development; M.Ed. and Class A Certification in Educational Media; and several undergraduate and graduate programs in Nursing.

Although the University of South Alabama has maintained an active presence in Baldwin County for more than 20 years, recent program enhancements are creating even greater access to higher education for the citizens of one of the fastest growing counties in the country. Responding to the critical need for additional health care professionals, the College of Nursing's degree programs have been extremely successful and continue to experience significant enrollment increases. In addition to nursing programs, the University is expanding program offerings at the USABC Campus in downtown Fairhope in fields such as education, business, criminal justice, communication, and psychology.

One major objective of the University is to remain vigilant to the ever-changing academic needs of the community it serves. For this reason, USA this year made substantial progress toward creating a Doctor of Pharmacy degree program in cooperation with Auburn University. This program is being developed to address an acute shortage of pharmacists in the Gulf Coast region, at the same time taking advantage of USA's health care resources including its medical education programs, hospitals, and Mitchell Cancer Institute.

Finally, it is noteworthy that during this reporting year, USA was highly adaptive in the face of Hurricane Katrina, providing support for its students and assisting the public during the storm. It then provided educational opportunities for displaced storm victims from other universities and throughout the continued long-term recovery.

In summary, over the first three years of this ACHE reporting initiative, the University of South Alabama has continued to provide high quality and relevant programs for a wide range of individual needs over the educational lifespan, further enhancing its contributions in harmony with the changing needs of its stakeholders.

Goal 2 - Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

The University of South Alabama is actively engaged in business, government, K-12, and private sector partnerships to ensure that its educational programs address economic, intellectual, and social problems.

Approximately 85 percent of the educators in Mobile County have earned degrees or certificates from USA. Enhanced partnerships, cooperative research projects and other interactions with the public school systems in Mobile and Baldwin counties are ongoing. Programs and centers such as the youth violence prevention initiative, service learning, business and economic research, small business development, recreation and the arts, lifelong learning, college head start for talented high school students, science education on wheels, Upward Bound, Special Services, and in-service training for teachers are only a few examples of USA's partnering with the public and private sectors to serve community needs.

Highlights of this past year include USA's sponsorship of a community-wide educational issues summit with the public school system, a large-scale summer skills enhancement program for math and science teachers in the region, and creation of an educator-in-residence program to foster even closer ties between the public schools and USA's teacher training programs.

USA's Technology and Research Park, recipient of the Mobile Area Chamber of Commerce's 2003 Innovation Award, offers new opportunities for collaboration between leading technology firms and university faculty and students to develop new products and processes, as well as contributing significantly to economic and employment growth in the area.

Other successful partnerships with business have resulted in joint research and product development in areas including nutritional supplements, tire recycling technology, and new drug treatments for Alzheimer's disease and cancer.

Active involvement by faculty with community and professional organizations extends their knowledge and skill resources beyond the campus. The University's colleges and schools build and reinforce cooperative relationships with industry, education, and government through advisory councils made up of leading practitioners who lend their insights and expertise to ensuring that academic programs are responsive to current and future needs of the state and local area.

In support of the state's objective to strengthen health care training and develop incentives to meet the shortage of health care workers in Alabama, USA graduates outstanding physicians, nurses, and allied health professionals each year. With a fall 2005 enrollment of 2,055 students, the College of Nursing ranks among the largest nursing education programs in the United States. Through its hospitals and clinics, the University serves more than 250,000 people per year, about one-third of whom have no insurance and otherwise might go without care.

The University's historic 2005 collaboration with Infirmity Health System continues to progress, linking USA's health system with one of the largest and most respected health care providers in the state and region. Through this relationship, the two systems are working to enhance health care in the region through joint initiatives in: 1) patient treatment; 2) education of medical students and other health professionals, and 3) medical research, stemming initially from USA's Mitchell Cancer Institute. The largest research initiative in USA history, the Institute is also a result of USA's funding collaboration involving the city, county, state, federal government, private donors and private business.

USA is also central to a statewide effort with the Alabama Medicaid Agency and the Department of Public Health to use remote computer technology to monitor the health of patients in rural areas who have limited access to physicians. This program of USA's Center for Strategic Health Innovation recently was given the 2005 Innovations Award by the Southern Legislative Conference. USA's Center for Healthy Communities is a leading resource for seeking innovative solutions and identifying resources to address the challenges of providing adequate health care and counseling for citizens in the region who are most in need of such support.

USA will partner with a private firm that specializes in constructing and managing high-quality student apartments to develop on-campus accommodations for 500 students. Involving the private sector in the challenge of providing costly – yet much needed – facilities is a “win-win” solution for all parties.

Finally, the University of South Alabama has an abiding positive relationship with area chambers of commerce and local governments, assisting regularly as an important contributor to all major economic development projects in the region. Particularly through its business, engineering and technology-related programs, USA continues to help enhance the Gulf Coast economy by meeting the human capital and technological needs of current and future employers.

The University of South Alabama remains a ready and willing partner in working with a wide range of public and private community partners to address the Gulf Coast region's most pressing economic, intellectual and social issues.

Goal 3-Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Progress by USA toward realization of Goal 3 during the first three years of the *Alabama State Plan for Higher Education* has focused on making more explicit the intended learning objectives of each academic program offered by the university. Along with making more explicit the learning objectives of each program, equal emphasis has been placed on assessing the achievement of those learning objectives and using the results of that assessment to make tangible improvements in the quality of the programs.

Improvement in academic programs is grounded by the participation of academic departments, colleges, and schools in the university's Annual Review & Projections Program. This program is university-wide. It is a practical, organized approach to institutional planning and effectiveness.

The Annual Review & Projections Program consists of a careful assessment of the achievements of the year just completed and the statement of explicit intentions for the year ahead. This regular cycle of review and projections ensures that the effectiveness of instructional programs is constantly monitored.

During the first three years of the state plan, several steps were taken to strengthen academic programs and further realize Goal 3-Quality. The Office of Academic Program Assessment was established, reporting directly to the Senior Vice President for Academic Affairs. A director was hired with considerable experience in academic assessment.

Further refinements were made to the Annual Review & Projections Program process in the assessment of student learning, with clear guidelines developed for the assessment of student learning. A format was developed for identifying the specific methods to be used in determining if students were in fact achieving the learning objectives of a particular academic program. The format also called for an explication of how the results of that assessment were used to improve the program.

An Assessment Advisory Group was established to oversee the university's efforts to improve academic assessment—and the quality of instruction. The Assessment Advisory

Group undertook the assignment to evaluate software that could provide advanced electronic support to the existing Annual Review & Projections Program.

After a careful review of in-house and off-the-shelf approaches, the group determined that a Web-based software program called TracDat appeared attractive—and warranted further evaluation. A visit was made to an institution currently using the software. A subsequent pilot study confirmed the appropriateness of the software for assessing academic and administrative effectiveness at the university. The academic deans voted unanimously to adopt the software.

Training on the new assessment software began in May of 2006. Deans and department chairs participated in a series of training sessions to familiarize them with the capabilities of the software to align goals, assess the achievement of objectives (including student learning objectives), document the improvements to be made as a result of those assessments, and prepare annual reports. The result of these training sessions has been a greater appreciation of the importance of aligning the goals of all academic units and the development of an electronic record-of-evidence that will support the continuous improvement of instructional programs. Deans and department chairs in the Academic Affairs Division have completed their training in the use of the new assessment software. It is expected that further progress will be made in the next two years of the state plan to broaden the use of the software in instructional improvement and assessment.

The University of South Alabama remains fully committed to ACHE's objective of assuring quality and relevance of academic programs through regular and strategic review and assessment.

Goal 4 - Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

In addition to providing an educated workforce, the University of South Alabama injects more than \$1 billion into the economy annually through its teaching, research, and health care missions. USA has reacted to stagnant state appropriations by being resourceful in generating revenue from other sources, including external grants and contracts, federal appropriations, health care services, tuition revenue growth, and private gifts. Of its total 2005-2006 budget of \$570 million, the university will generate \$469 million, while receiving \$101 million from the state. Since 1998, USA has aggressively sought to increase its external funding. Each year, USA generates more than \$30 million in competitive external contracts and grants, and the University has received more than \$100 million in direct federal appropriations since 1998.

Announcing in the spring of 2006 a \$75 million comprehensive fund-raising campaign, the University has dramatically increased its efforts to seek private philanthropic

support in recent years. Private giving has risen from approximately \$2 million per year five years ago to more than \$11 million annually today. Highlights of USA's first comprehensive campaign include more than \$36 million raised to date, and the attainment of one of the largest single gifts in the history of Alabama higher education, a \$22 million pledge to USA's Mitchell Cancer Institute. Campaign USA is providing widely expanded opportunities for faculty, staff, students, alumni and community through enhancements in scholarships, faculty support, improvements in campus buildings and environment, advanced technology, enhanced cultural and athletic opportunities, and many others. Campaign USA is also serving as an important and visible public reminder of the leadership role USA plays in the quality of life for our state and beyond.

USA has been in the forefront of raising awareness of the need for significant reform to achieve equitable and adequate funding for higher education. The University works diligently with state, county, and local government leaders, legislative delegations, and the business community to advocate for additional state funding for higher education and to promote economic development initiatives.

Likewise, with the endorsement of key government and business leaders, the University is actively engaged in economic development initiatives of significant benefit to the state and region. Such initiatives include the \$120 million USA Mitchell Cancer Institute and the USA Technology and Research Park. In addition to providing state-of-the-art cancer research and treatment, over the next few years the Institute is expected to create some 700 jobs, stimulate the development of biotechnology businesses, and have an economic impact of \$1 billion.

Similarly, the Technology and Research Park boosts the economy while providing a link for faculty and students to rapidly expanding technology and biotechnology companies located in the Park. USA's initiative in creating the Park is an excellent example of how strategic public-private partnerships can contribute to overall economic development while enhancing the academic mission of the institution. The Park attracts and retains clean and sustainable high-tech jobs, now employing more than 200 local citizens.

Finally, USA continues to look for innovative ways to support its students through non-traditional revenue sources for program enhancement. A primary example, previously listed under Goal 2, is a new project that will create a 500-student privately developed housing complex on the USA campus. This endeavor will provide much-needed, reasonably priced student housing, without the use of public funds or indebtedness. This public-private partnership is one of the first of its type in the country.

In summary, the University of South Alabama has aggressively tapped into both traditional and innovative sources of support to position itself to best meet the needs of the citizens it serves.

Goal 5 - Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

In addition to providing direct employment for some 5,600 people in its region, through its teaching, research, and health system, the University of South Alabama plays a key leadership role in creating opportunities for all of Alabama's citizens to achieve economic prosperity.

Throughout the curriculum, USA prepares students for the challenges of technologically advanced workplaces. With more than 51,000 graduates, USA has contributed to the workforce some 1,800 medical doctors, 11,700 teachers and school administrators, 5,400 nurses, 3,300 engineers, 2,000 accountants, 1,500 computer sciences professionals, as well as highly skilled workers in many other fields of study and career preparation in all of the institution's nine colleges and schools.

Many of these educational programs are supported and enhanced through competitive external contract and grant funding, totaling some \$30 million annually, and more than \$100 million in direct federal appropriations since 1998.

USA's Technology and Research Park represents a partnership between higher education and high-tech industry that will produce significant employment opportunities for Alabama citizens in technology fields. The Mitchell Cancer Institute is expected to generate some 700 jobs associated with research, patient treatment, and biotechnology.

In addition, University faculty, staff, and administrators are active in workforce development initiatives of area chambers of commerce and economic/community development organizations and are participating in the 2006 Workforce Development Summit.

Throughout the past three years of USA's committed support of ACHE's "State Plan for Higher Education, 2003-04 Through 2008-09," the University of South Alabama has continued to serve in its traditional role as a major and visible player in the economic enhancement of the Gulf Coast region and beyond. USA has directly contributed to a highly educated workforce and has been central to regional economic development efforts that have led to creation of the high quality and sustainable jobs needed to secure the region's economic health and overall quality of life.

September 1, 2006

RESOLUTION

REPORT TO ACHE ON STATE PLAN FOR ALABAMA HIGHER EDUCATION

WHEREAS, the Alabama Commission on Higher Education (ACHE) has developed a *State Plan for Alabama Higher Education, 2003-2004 to 2008-2009* (Plan), and

WHEREAS, the ACHE Plan sets out five overarching goals with objectives - Access, Cooperation, Quality, Resources, and Workforce Development, and

WHEREAS, to demonstrate the accountability of the state's higher education institutions, ACHE has proposed that the boards of trustees of each institution annually submit a report on the institution's accomplishments toward achievement of the goals and objectives in the state Plan, and

WHEREAS, the Board of Trustees approved the first such annual report at its December 2004 meeting, and

WHEREAS, the third annual report to ACHE is due to be submitted by October 14, 2006,

NOW, THEREFORE, BE IT RESOLVED that the University of South Alabama Board of Trustees approves the attached report entitled *University of South Alabama Board of Trustees Third Annual Report to The Alabama Commission on Higher Education State Plan for Alabama Higher Education 2003-04 – 2008-09*, and authorizes the President of the University to submit said report on its behalf to the Alabama Commission on Higher Education.

UNIVERSITY OF SOUTH ALABAMA

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UNIVERSITY OF SOUTH ALABAMA MISSION STATEMENT

(JPC Revision of 4/27/93)

The University of South Alabama was chartered in 1963 by the State of Alabama as a comprehensive, coeducational institution of higher education. The University serves as a major center of high quality and accessible undergraduate, graduate and professional education for metropolitan Mobile, the State of Alabama, the Gulf Coast region, and the southeastern United States. The University mission actively embraces the functions of teaching, research, public service, and health care through which it vigorously pursues the preservation, discovery, communication and the application of knowledge. As it grows and develops, the University will focus its strengths to produce programs of interdisciplinary excellence that address the special needs of the people it serves.

Undergraduate education is designed to promote the growth of the individual to think critically and analytically, to communicate effectively, to acquire information and apply it to problem-solving, and to understand the context of global complexity and diversity in which knowledge is applied. The University is committed to the education of the whole person-the creative person. To accomplish this, a wide range of curricular and co-curricular opportunities for students to expand their cultural, physical and emotional awareness are provided. The University's environment must encourage and foster the qualities expected of leaders, such as integrity, service, stewardship, involvement and respect for individuals, as well as an appreciation for diversity. Graduate education provides students with increasing levels of challenge and opportunities for independent investigation, creative achievement, the advancement of knowledge, and participation in traditional and new forms of scholarly activity in a broad range of discipline-based and interdisciplinary programs. These programs will prepare students for new, as well as traditional, professional and academic careers.

Scholarship is an important aspect of the mission of the University and the responsibility of every faculty member. The University of South Alabama will provide quality research and scholarly activity in all areas of its academic programs and community service activities, as illustrated by the work of its faculty in business, education, engineering, mathematics, science, fine arts, humanities, and health sciences. To advance scholarship the University will provide appropriate instructional and investigative facilities within an atmosphere of academic freedom and shared governance.

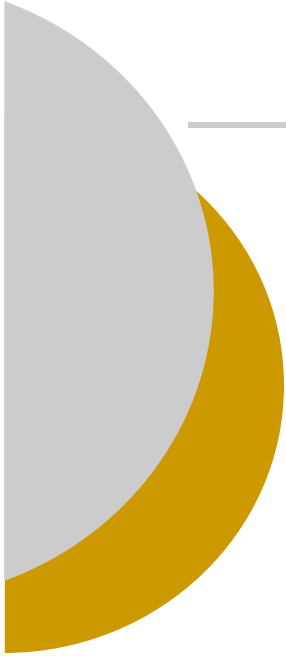
Because of its location and commitment to the community, the University's academic health center is an important resource for accomplishing its mission. The University is dedicated to the education of physicians, health scientists, allied health professionals, and professional nurses who will provide the community and the region with the highest quality health care. To promote improved health care in its service region through research, teaching, and outreach programs, its hospitals and clinics will offer the latest scientific and medical technology possible.

The University is further dedicated to the promotion of lifelong learning and to the enhancement of access to education for a variety of individuals and communities. Thus, it will continue to develop programs that meet the needs of its evening, weekend, off-campus, and special program clients who seek both credit and non-credit learning experiences on campus and at the USA

Brookley campus site. The USA Baldwin County campus will provide degree programs and other learning opportunities required by the rapidly growing population in Baldwin County.

The University of South Alabama's programs of education, research, public service, and health care are all founded upon the basis of a reciprocal relationship between the institution and the community it serves. Instruction, research, scholarship, public service, and health care that enhance the economic development of the State and improve the quality of life and health of its citizens are integral and essential parts of its mission as a comprehensive, metropolitan university.

4/27/93



University of West Alabama



The University of West Alabama

Board of Trustees Report
to Support the Implementation of the State Plan for Higher
Education 2003-2004 to 2008-2009 in the Areas of

Access
Cooperation
Quality
Resources
Workforce Development



November 1, 2006

UWA Vision Statement

To be nationally recognized for transforming the Black Belt into a region with an appealing quality of life

UWA Mission Statement

The University of West Alabama is a state-supported, coeducational institution of higher learning governed by a Board of Trustees appointed by the Governor. As a regional institution, the University's foremost commitment is to meeting the educational needs of the state and particularly of the West Alabama area. Valuing a diverse student population, it also welcomes students from throughout the United States and from other countries.

The primary purpose of the University is to provide opportunities for students to pursue a quality education through associate, baccalaureate, and master's degrees in liberal arts, natural sciences and mathematics, pre-professional programs, nursing, technology, business, and education. Additionally, the University will assist its students in developing the important qualities of independent thinking and respect for the ideas of others and in building firm foundations of personal integrity and character in order to realize their quests for a philosophy of life and for self-fulfillment. Importance is placed on providing opportunities within the curricula for the development of enhanced skills in critical thinking, communication, leadership, and computer literacy. The University also seeks to provide students opportunities for growth beyond the classroom through a wide range of extracurricular activities, programs, and services and through the maintenance of an environment of cultural and intellectual diversity and through the encouragement of the free exchange of ideas among faculty, administration, and students.

At the University of West Alabama, the emphasis is on the traditional learner, but the institution is also committed to the concept of life-long learning and to serving non-traditional students. These include workers in area schools, businesses and industries, governmental agencies, and the professions. In serving these diverse publics, the institution not only employs traditional means of delivery, but also seeks to expand its use of innovative technologies, including distance learning, and to networking with other educational institutions and agencies in order to more comprehensively address the needs of its region.

The University seeks to employ a vibrant, talented, and diverse faculty whose members are committed to providing leadership and fostering positive growth throughout West Alabama through research and public service, with primary emphasis on that which meets the educational, social, cultural, and economic needs of the region. In the recruitment and retention of this faculty, as with all members of the University community, the institution, consistent with its academic heritage, maintains openness to all qualified persons.

The University of West Alabama

Board of Trustees

Name Expires	City	Term
The Honorable Bob Riley, Governor President	Montgomery	
Dr. Joe Morton, State Superintendent of Education	Montgomery	
Mr. Alex Saad , Chairman <i>pro tempore</i>	Mobile	12-27-2011
Mr. Thomas Ballow, Jr., Vice Chairman <i>pro tempore</i>	Montgomery	12-27-2015
Mrs. Lena Hardaway, Secretary	Livingston	12-27-2011
Mr. John Northcutt, Treasurer	Demopolis	12-27-2015
Mr. Terry Bunn	Tuscaloosa	12-27-2003
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Mr. Preston C. Minus	Livingston	12-27-2007
Dr. Louise Nolen	Fayette	12-27-2007
Dr. Doris Oliveira	Tuskegee Institute	12-27-2007
Mr. John Smith	Montgomery	12-27-2011
Mr. Thed Spree	Boligee	12-27-2011
Dr. Thomas Umphrey	McCalla	12-27-2011

Goal 1: Access

The University of West Alabama continues to establish partnership contracts with public schools in the Black Belt area and has increased the number of partnerships from seventeen to twenty-three in the past year. The University continues to provide needed items to these schools, including filing cabinets, chairs, maps, and other classroom materials.

The University continues to be active in the Demopolis University Center in an effort to meet the needs of this growing city and region. UWA has an office and staff in the Center and currently offers graduate courses on site as well as continuing education classes. Courses in real estate licensure and master gardening are currently being offered.

The University currently offers twelve master's degree programs and two baccalaureate degree programs completely online that serve citizens throughout Alabama. These programs allow non-traditional students, particularly in-service teachers, the opportunity to complete a degree at their own pace while continuing to work.

The University's Upward Bound program continues to be outstanding. An impressive 95% of the students in the 2006 graduating cohort graduated from high school (one student who transferred from our target area dropped out of school, but went on to earn a GED and enrolled at Alabama Southern Community College). Approximately 60% of program alumni since 1995 have earned at least one college degree or are on track to receive a college degree. Of the sixteen Upward Bound graduates of 2006, 100% are enrolled in post-secondary institutions.

Goal 2 – Cooperation

The University of West Alabama's College of Education continues to be a leader in education, with its faculty involved in numerous service activities. The College of Education hosted a Calendar Math Workshop for all K-6 teachers in Sumter County last summer and is in the process of developing an In-service Workshop with the University of Alabama for Livingston High School.

A Manufacturing Training Institute in the machine trades area is being launched on the UWA campus in partnership with Shelton State Community College. Through its involvement in the Demopolis University Center, the University is also a partner in the Workforce Innovation in Rural Economic Development (WIRED) initiative of the United States Department of Labor.

In the area of health care, the Alabama Medical Education Consortium (AMEC) was created through collaboration between the administration of the University of West Alabama and leaders of the Alabama Southern Rural Access Project to provide a pipeline for qualified individuals who wish to attend medical school. To date, AMEC has formed partnerships with twenty Alabama colleges/universities, seven out-of-state osteopathic medical schools, and twelve in-state core teaching sites at which students can complete their final two years in medical school. Collectively, these medical schools are now formally committed to accepting up to one hundred qualified Alabama students annually through AMEC's pipeline.

In addition, the University has expanded enrollment in its very successful associate degree Registered Nurse program, which has a current enrollment of 75 first year students and 65

second year students. The Division of Nursing continues to conduct continuing education programs regularly for health care professionals in the area and is involved in numerous health screenings throughout the service area. Just last month, the Division of Nursing administered health screenings to all students in the Hale County Public School System.

The University's partnership with the Sumter County Fine Arts Council continues to thrive, and the current year includes performing arts presentations as well as visiting artists, literary publications, visual arts exhibitions, and special programs in the arts for school children. Events scheduled for this year include concerts by the Nashville Mandolin Ensemble and the Alabama Symphony Orchestra, a re-creation of Mark Twain by John Chappell, and presentations of *The Time Takers* and *Androcles and the Lion* by the Birmingham Children's Theatre. Over 835 students from area schools attended the performance of *The Time Takers* on the UWA campus. In addition, the University Department of Fine Arts continues to sponsor the UWA Outdoor Sculpture Exhibition.

The University's College of Natural Sciences and Mathematics continues to engage in numerous activities to enhance the quality of life for Alabamians. UWA hosted the fourth annual Sumter/Marengo County Water Festival on October 24, 2006. Approximately 650 fourth-graders from both counties were on campus to receive hands-on training designed to increase awareness of water conservation and natural resource conservation in general. In addition, UWA hosted the Division II Science Olympiad for 175 3rd through 5th graders from St. Bede Catholic School (Montgomery), Linden Elementary School (Linden), Livingston Elementary School (Livingston), West Alabama Prep (Demopolis) and U.S. Jones Elementary (Demopolis). These students competed in sixteen different math and science events, and teachers from these schools were trained on how to implement science and math activities in the curriculum.

The University of West Alabama established the Center for the Study of the Black Belt in September 2005 to foster greater appreciation and understanding of Alabama's Black Belt and regional culture. The Center coordinates a variety of initiatives that promote public involvement in the study of the Black Belt. Currently, these projects include the Black Belt Symposium on History and Culture, the UWA Symposium on the Literature of the Black Belt, the Sucarnochee Revue, the Sucarnochee Folklife Festival, the Black Belt Museum, the Black Belt Garden, and the Black Belt Summer Institute.

The UWA Department of History and Social Sciences hosted a two-day Symposium on History and Culture promoting the culture and history of the Black Belt region in the spring of 2005, with Dr. Wayne Flynt, nationally recognized Alabama historian and published author as the keynote speaker. The UWA Department of Languages and Literature sponsored the Symposium on the Literature of the Black Belt to emphasize literary contributions of the region, to spark literary conversations and analysis, and to introduce the public to the hidden vitality of the region. Guest authors included Don Noble, William Cobb, Loretta Cobb, Suzanne Hudson, Joe Formichella, Melissa Fraterrigo, Jennifer Horne, Mike Burrell, and Ed Williams.

The Sucarnochee Revue is a radio program featuring musical and literary artists from the Black Belt and is taped live in Bibb Graves Auditorium on the University of West Alabama campus. Its primary purpose is to introduce radio listeners in Alabama, Mississippi, and other parts of the nation and world to the artistic community of performers from the Black Belt. This

show can be heard each Friday at 10:00 p.m. on Alabama Public Radio as well as ten other stations distributed throughout the nation.

The University sponsored its third Sucarnochee Folklife Festival in April 2006 as a celebration of life in the Black Belt and showcased writers, historians, artists, musicians, and singers. Spectators enjoyed events from book signings to concerts to exhibits to crafts demonstrations. In connection with the Festival, a Blues Workshop was conducted by the Alabama Blues Project for Sumter County School children. Approximately 150 fourth and sixth graders participated in this workshop. It is estimated that approximately 1,000 persons were impacted by the Festival and the activities leading up to the Festival.

In addition, the Center for the Study of the Black Belt is in the process of establishing a Black Belt Museum to collect, preserve, interpret and exhibit natural history specimens and historic artifacts, crafts and artworks from the Central Black Belt. In addition, the Center is dedicated to studying the native flora of the central Black Belt by establishing a Black Belt Garden. This garden will assist UWA in providing teaching, research and service to the people of West Alabama and the Black Belt.

The first Black Belt Summer Institute was held on the UWA campus June 19-22, 2006, and focused on the architectural history of the region. The University partnered with the Sumter County Historical Society, the Gainesville Preservation Society, the Marengo County Historical Society, the Gaineswood House Museum (Alabama Historical Commission) and the Alabama Rural Heritage Center for this event. Similar events will be held in 2007.

Each of the four University colleges sponsored a lecture by a Fulbright Scholar during the University's 2006 Fulbright Lecture Series. The College of Education sponsored Ms. Kim Schildkamp, a doctoral candidate from the University of Twente, Enschede, Netherlands, who presented a lecture entitled "Learning Below Sea Level: Education in the Netherlands." Dr. Igor Hanzel from Comenius University, Slovak Republic, was sponsored by the College of Business and presented two lectures on campus, "Karl Popper's Philosophy of Science" and "Lasting Effects of the Holocaust." The College of Liberal Arts sponsored Dr. Ainur Baisaklov from Ablai Khan Kazakh University of International Relations and World Languages, Almaty, Kazakhstan, who presented "African American Blues: An Anthropological Study of the Formation of the American Nation." Dr. Rude Liu, Beijing Normal University, Beijing, China, was sponsored by the College of Natural Sciences and Mathematics and College of Education and spoke on "Problem-Based Learning in the U.S. K-12 Education System."

Goal 3 – Quality

The University continues to ensure accountability by regular, systematic assessment of all facets of its operation and subsequent adjustment of methods and goals and to ensure that these assessments are clearly tied to the University's budgeting process. In January 2005, the University hosted a retreat for its Board of Trustees. At this retreat, the Board established an action plan and specific goals as part of the University's strategic plan adopted in September 2004.

The University's conversion to an integrated administrative software system to improve delivery of services to all faculty, staff and students is nearing completion. In addition, the

University has upgraded numerous technological platforms, including a new server for the University's Library cataloging system and increased Internet bandwidth for student, faculty, and staff access. The University is also revamping its disaster recovery plan.

The University's Campus School continues to grow, with thirty-six children currently enrolled in its regular program. This school has become an important addition to the College of Education as an excellent training center, and UWA students with small children are given the opportunity to receive excellent childcare for their small children while receiving a college degree. The School is currently planning to expand by adding an additional classroom and a lunchroom.

The University continues to ensure diversity among its faculty and administrative staff. The number of African-American faculty has grown from two (2.3%) in 2000-2001 to thirteen (14.1%) during the current academic year. The number of African-American administrative staff has grown from 2 (5.1%) to eight (17.8%) during the same time period. The University continues to use the court-ordered Knight funds to supplement salaries of existing African-American faculty and administrative staff, to recruit new minority faculty and administrative staff, and to support the University's very successful Minority Faculty Development Fellowship. The University of West Alabama was the first institution to reach a settlement with the plaintiff's lawyers in the Knight v State of Alabama case and is looking forward to finalizing the settlement in the near future. Additionally, the University is committed to continuing efforts to recruit minority faculty through the process defined in the settlement.

The University continues to encourage all faculty to engage in service to the University and surrounding communities. To encourage its faculty to enhance teaching effectiveness and improve faculty performance in the classroom, the University has established a Teaching Excellence Grants program to help fund activities that promote excellence in teaching. The University also provides monies for faculty research grants and encourages scholarship by providing a sabbatical program for faculty. One of UWA's faculty members recently completed a sabbatical leave at the University of Mississippi Medical Center in Jackson, Mississippi, where she conducted research in the molecular genetics of hypertension and renal failure. Since returning to UWA, she has begun developing a new physiology course based on her sabbatical work.

The University continues its participation in the statewide student database, and its Director of Institutional Effectiveness continues to serve as the Chair of the Higher Education Information Advisory Group established by the Alabama Commission on Higher Education.

Goal 4 – Resources

The Bell Conference Center continues to be the site for numerous community, workforce, health care, and governmental meetings. During the past year, the Center was used for thirty-six on-campus meetings and eighty-six off-campus meetings. The following are just a few groups that have used the Bell Conference Center: Alabama Tombigbee Regional Commission, West Alabama Regional Alliance, Greene-Sumter Enterprise Community, ADECA, Black Belt Action Commission, Regional Black Belt Majors, Greene County Industrial Development Board, Sumter County Industrial Development Board, and City of Livingston.

The University continues to promote the cause of higher education for the State through its affiliation with the Higher Education Partnership. The number of faculty, staff, and students who are paid members of the Partnership has increased 52% from 175 to 266. In addition, approximately 60 students attended Higher Education Day in Montgomery last year.

The University's Foundation Board continues to be an active part of the University and provides invaluable support for the University and the area that it serves. Recently, the Board met to consider the results of a commissioned capital campaign feasibility study. The Foundation, in conjunction with the University's Board of Trustees, will decide on the future of the campaign by the end of this year.

Goal 5 – Workforce Development

The University's School of Nursing graduates continue to be very successful in securing jobs, with 100% of those responding to the Registered Nursing Program Graduate Survey reporting job offers with a salary between \$16 and \$18 per hour.

The University's Regional Center for Community and Economic Development continues to support community efforts by regularly producing informational booklets designed to enhance economic development initiatives of individual organizations and cities. The Center also conducted a second series of Leadership for Older Adult seminars in cooperation with the Alabama Tombigbee Regional Commission. The Center continues to achieve its goal of regional cooperation with the development of a joint partnership between the Greene and Sumter County Industrial Development Boards, involvement with the York Industrial Board, the assumption of project management responsibilities with the Black Belt Action Commission, and participation with numerous other groups in joint initiatives. In addition, Center staff and local economic developers held regular consultations in aiding the Alabama-Mississippi partnership in securing a \$15,000,000 Workforce Innovation in Rural Economic Development (WIRED) grant from the U.S. Department of Labor. The Center hosted a joint meeting of all political leaders, including State senators, mayors, probate judges, etc. In addition, the Center continues to host the inaugural mayors' conference. The Center, along with United Way of Central Alabama, the Federation of Southern Corporation, and others, founded the Alabama Asset Building Coalition to assist lower income individuals in developing and maintaining assets. The Center recently received a Congressional Grant in the amount of \$350,000 to support further support community efforts.

Based on information described above, it is evident that the University of West Alabama is utilizing its resources to achieve the five goals of Access, Cooperation, Quality, Resources, and Workforce Development as articulated by the State Plan.